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*being necessary to good government and
the happiness of mankind, schools and
the means of education shall forever be
encouraged.*

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ANNUAL REPORT

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MONTELUKE PUBLIC SCHOOLS

1939

FRANKLIN COUNTY PRESS, INC.
Turners Falls, Mass.

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
AND
Superintendent of Schools
OF THE
TOWN OF MONTAGUE

For the Year Ending December 31, 1939

Watch the School Appropriation, Not as a Tax
but as an Investment.

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SCHOOL COMMITTEE

CHAIRMAN

Albert E. Clark

CLERK

Mrs. William P. Argy

COMMITTEE

<i>Name</i>	<i>Residence</i>	<i>Term Expires</i>
Mrs. William P. Argy	Turners Falls	1941
Mrs. Joseph R. Charron	Turners Falls	1942
Albert E. Clark	Montague	1941
Anthony J. Crean	Turners Falls	1940
Clovis N. B. Fournier	Turners Falls	1942
Fred C. Haigis	Turners Falls	1942
Joseph A. Harlow	Turners Falls	1940
Philip D. Shanahan	Turners Falls	1940

SUPERINTENDENT OF SCHOOLS

Arthur E. Burke, Turners Falls, Mass.

Office: Turners Falls High School

Secretary to Superintendent of Schools

Catherine M. Kelley

Telephone 529

Office open from 8:30 to 12 and 1:15 to 5 p. m., daily. Saturday, 9 to 12. The Superintendent may be seen at his office, by appointment, practically any time.* Telephone 505.




In Memoriam

Mr. William H. Luippold

Montague School Committee

Elected March 1938 — Died August 2, 1939

Keenly interested in all that pertained to the welfare of the town and its schools, his untimely passing prevented further faithful and efficient service to the Town of Montague.



CALENDAR FOR PERIOD FROM**January to June, 1940****High School**

Open January 2, 1940	
Close February 16, 1940	7 weeks
Vacation 1 week	
Open February 26, 1940	
Close April 18, 1940	8 weeks
Vacation 1 week	
Open April 29, 1940	
Close June 21, 1940	8 weeks
	<hr/>
	23 weeks

Elementary Schools

Open January 2, 1940	
Close February 16, 1940	7 weeks
Vacation 1 week	
Open February 26, 1940	
Close April 18, 1940	8 weeks
Vacation 1 week	
Open April 29, 1940	
Close June 7, 1940	6 weeks
	<hr/>
	21 weeks

CALENDAR FOR 1940-1941**High School**

Open September 3, 1940	
Close December 20, 1940	16 weeks
Vacation 2 weeks	
Open January 6, 1941	
Close February 21, 1941	7 weeks
Vacation 1 week	
Open March 3, 1941	
Close April 18, 1941	7 weeks
Vacation 1 week	
Open April 28, 1941	
Close June 27, 1941	9 weeks
	<hr/>
	39 weeks

CALENDAR FOR 1940-1941**Elementary Schools**

Open September 3, 1940	
Close December 20, 1940	16 weeks
Vacation 2 weeks	
Open January 6, 1941	
Close February 21, 1941	7 weeks
Vacation 1 week	
Open March 3, 1941	
Close April 18, 1941	7 weeks
Vacation 1 week	
Open April 28, 1941	
Close June 13, 1941	7 weeks
	<hr/>
	37 weeks

No School Signal in Turners Falls and Montague City

Whenever it seems advisable to close school on account of severe weather the "No School" signal will be given. At 7:15 a. m., two blasts of the gong repeated once (2-2) will signify no session for the High School. The same signal, sounded at 7:45 a. m. or at 12:30 p. m., will indicate no session for the elementary schools. When there is no session for the elementary schools in the morning it is to be assumed that there will be school in the afternoon unless the signal is sounded again. The signal will be given by the siren of the Fire Department.

The school officials will also notify Station WHAI and the management of the station has agreed to extend the courtesy of announcing the "No School" signal. Parents and pupils are advised to listen in for this announcement at 7:15 a. m., and at 12:30 p. m.

No School Signal in Millers Falls

At 7:45 a. m., two blasts of the gong repeated once (2-2) will signify no session for the Highland School. The same signal, sounded at 12 noon, will indicate no session for the afternoon. When there is no session of the Highland School in the morning it is assumed that there will be no session in the afternoon. The signal at Millers Falls will be rung by the gong of the Fire Station.

No School Signal in Montague Centre

Whenever the "No School" signal is announced for Montague Centre School the principal of that building will be notified. He will communicate with the drivers of the school busses who will use every means possible to get this information to the pupils. It is suggested that the pupils of this precinct listen in for the radio announcement from Station WHAI.

LIST OF TEACHERS

Turners Falls High School

Name of Teacher	Position	Where Educated	Began Service
George F. Wrightson	Principal	Holy Cross Col., Columbia, *Clark Univ. (4); *Harvard University	1929
✓ Earl E. Lorden	History Coach	Univ. of New Hampshire *Springfield College (2) *Boston Univ., *Univ. of N. H. (3)	1922
✓ Paul E. Shumway	Science	Mass. State College *M. I. T. (2); *M. S. C. (2)	1927
Joseph J. Sheff	Science Physical Ed.	Mass. State College *Harvard University	1933
✓ Charles H. Galvin	Science Physical Ed.	Norwich University	1931
✓ Carl Walz	German History	Amherst College *Columbia University	1934
✓ Welcome Ayer	English	Smith College *Harvard, *Univ. of London	1920
✓ Alice Teed	English	Emerson College *Harvard, *Boston University *University of N. H. (3)	1929
Helen McGillicuddy	English	Conn. Col. for Women	1932
✓ Evelyn C. Lindsay	Mathematics	Bates Col., Columbia Univ.	1928
✓ Florence C. Porter	French	Middlebury College *Penn. State, *Middlebury (3) *Univ. of Poitiers, France	1934
✓ Louise Clark	Latin, French	University of Vermont *University of Maine	1933
Richard K. Stuart	English	Wash. and Lee Univ. Mass. State College	1939
✓ Bernard F. Foley	Latin, History General Science	Holy Cross College	1937
✓ Olive L. Little	Commercial	Bay Path Institute *Simmons (2) *Harvard, *Vermont Univ., *Univ. of Mich., *Conn. State College	1926

*Indicates attendance at summer school.

(2) Indicates 2 summer sessions at the same school.

Name of Teacher	Position	Where Educated	Began Service
✓ Marion G. Packard	Commercial	Bay Path Institute	1921
		*Simmons (2) *Harvard, *Vermont Univ., *Univ of Mich.	
✓ Anna L. Shea	Commercial	New York University	1930
OK Alice H. Reum	Household Arts	Framingham Teachers' Col.	1937
		*Mass. State College, *Fitchburg Teachers' College	
✓ Waldo J. Perkins	Manual Training	Keene Normal School	1934
✓ George R. Richason, Jr.	Mathematics	Mass. State College	1939
Nellie P. Fitzgerald	English, Library	Westfield Teachers' Col.	1897
Marie Schühle	Secy. to Prin.	*Mass. State College	1938

The Grammar School

Rose E. Shanahan	Principal	Fitchburg Teachers' Col.	1917
	Grade 7	*Columbia University	
Anna R. Daley	Grade 7	Fitchburg Teachers' Col.	1911
		*Harvard, *Clark University	
Blondena J. Argy	Grade 8	*Hyannis (4)	
		Fitchburg Teachers' Col.	1921
		*Hyannis, Fitchburg (2)	
		*Boston University	
Rita E. Conway	Grade 7	North Adams Teach Col.	1939
Mrs. Ellen A. Trembl	" 8	Westfield Teachers' Col.	1904
Joseph E. Grogan, Jr.	" 8	St. Anselm College	1939
		Mass. State College	
Frances A. Norton	Special Class	Bridgewater Teachers' Col.	1936
		*Hyannis Teachers' College	

New Eighth Street School

Ellen F. Sullivan	Principal	Westfield Teachers' Col.	1896
	Grade 5		
Agnes Hanifin	" 5	Fitchburg Teachers' Col.	1936
		*Hyannis, *Mass. State C. (2)	
Mrs. Mary M. Leary	" 6	Westfield Teachers' Col.	1897
		*Mass. State College	
Irene E. Hanifin	" 6	Fitchburg Teachers' Col.	1933
		*Hyannis, Mass. State Col. (2)	

Old Eighth Street School

M. Frances Murphy	Principal	Westfield Teachers' Col.	1895
	Grade 4	*Fitchburg Teachers' Col.	
Lucille Grogan	" 4	Bridgewater Teachers' Col.	1932
		*Hyannis, *Fitchburg Teachers' College	

*Indicates attendance at summer school.

(2) Indicates 2 summer sessions at the same school.

Name of Teacher	Position	Where Educated	Began Service
Margaret E. Shea	Grade 3	Fitchburg Teachers' Col. *Boston University	1910
Catherine H. Leary	" 3	Westfield Teachers' Col. *Columbia Univ., *Fitchburg Teachers' College	1914

Central Street School

Mrs. Margaret Chapleau	Prin. Grade 2	Westfield Teachers' Col.	1900
Grace G. Bitzer	" 2	North Adams Teach. Col. *Hyannis Teachers' Col. (2)	1927
Mrs. Esther E. Sauer	" 1	Westfield Teachers' Col.	1905
Mrs. Marjorie O'Connell	" 1	Framingham Teach. Col.	1935

South End School

Mrs. Josephine Foster	Prin. Grades 5-6	Westfield Teachers' Col.	1902
Doris M. Bourdeau	Grades 3-4	North Adams Teach. Col.	1937
Mary A. Miner	Grades 1-2	Castleton Normal	1923

Montague City School

Elizabeth E. Ramage	Prin. Grades 1-2	Fitchburg Teachers' Col.	1917
Helen E. Strehle	Grades 3-4	North Adams Teach. Col.	1937
Katherine I. O'Brien	Grades 5-6	North Adams Teach. Col. *Cornell University	1928
Margaret Crean	Grades 7-8	Mass. State College	1937

Highland School, Millers Falls

Mrs. Martha Stebbins	Prin. Grades 7-8	Dausville Normal *Hyannis Teachers' Col. *Northampton Inst. Pedagogy	1915
Agnes K. Griffin	Grades 5-6	Westfield Teachers' Col. *Hyannis, *Fitchburg T. C.	1926
Beatrice Alber	Grades 3-4	North Adams Teach. Col. *Fitchburg Teachers' College	1928
Claire E. Dillon	Grades 1-2	Elms Normal, *Mass. State *North Adams Teach. Col. *Columbia University	1931

Montague Centre School

Edwin A. Cox	Principal Grade 8	Boston University *University of Maine (5)	1936
Mrs. Jessie L. Wheeler	" 7	Westfield Teachers' Col. *North Adams, *Fitchburg T. C.	1915
Helen D. Phelps	" 6	Plymouth Normal *Fitchburg Teachers' Col. (4)	1933

*Indicates attendance at summer school.

(2) Indicates 2 summer sessions at the same school.

Name of Teacher	Position	Where Educated	Began Service
Mrs. Anna Wright	Grades 4-5	Bridgewater Teach. Col. *Fitchburg Teachers' Col.	1915
Anna T. Dunleavy	" 3-4	Fitchburg Teachers' Col. *Fitchburg Teachers' Col. (2)	1935
Marjorie E. Studer	Grade 2	Lesley Normal, *Boston Univ. 1933 *Hyannis Teachers' Col.	
Anna Sojka	" 1	Fitchburg Teachers' Col. *Fitchburg Teachers' Col. (4)	1930
Marian E. Cowan	Special Class	Johnson Normal School *North Adams, *Hyannis, *Syracuse, *Johnson, *Univ. Vermont, *Univ. Maine	1930

Supervisors

Lydia M. DesOrmeaux	Art	Lowell Teachers' College *Massachusetts School of Art *New York University (2)	1923
Charles M. Bickford	Music	Severn School of Music *Inst. of Normal Methods (3)	1931
Florence E. Argy	Music	Private Training (Smith College Instructors) *Columbia Univ., *Rochester University (4)	1931
Gladys M. Townsley	Physical Director	Bouve School of Physical Education	1933

School Nurse

Susan Maccabe, R. N.	Farren Mem. Hospital *Simmons College	1924
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School Physicians

Dr. Kenneth W. B. Jacobus	Turners Falls
Dr. George A. Cooke	Montague
Dr. S. P. Woodbury	Millers Falls

*Indicates attendance at summer school.

Janitors

Harry Maddern, Turners Falls High School.
 George Villeneuve, Assistant, Turners Falls High School.
 Edward P. Shanahan, The Grammar School.
 Louis Puhala, New Eighth Street and Old Eighth Street Schools.
 Edgar J. Mullins, repairman, janitor of Central Street and South End
 Schools.
 Frank Gewehr, Montague City School.
 J. Henry Leonard, Millers Falls School.
 Henry Tillson, Montague Centre School.

Attendance Officer

Walter P. Casey, Turners Falls.

REPORT OF SCHOOL COMMITTEE

Montague, Massachusetts
January 25, 1940

To the Citizens of the Town of Montague:

The School Committee respectfully submits this report for the year ending December 31, 1939. Comprehensive reports of the various departments will be found appended to this report and your attention is directed to these reports for more detailed accounts of the educational activities of the Town of Montague for the year 1939.

The Montague School Committee held eight regular meetings during the past year. The meetings were well attended and we believe that your committee has been serious in its consideration and in the discharge of its duties. We are aware of the powers, both specific and general, that are vested in our meetings and we realize the importance of our obligations. The Superintendent of Schools has been present at all meetings and has assisted in guiding the work of the School Committee by presenting appropriate facts so that the Committee has been well informed concerning the problems confronting the administration of our schools. It is pleasing to report that the committee acts as a unit.

We depend upon our Superintendent of Schools for most of our information. It is true that we may gain impressions about the schools from everyday talk but we believe that the exact knowledge concerning the organization, management and needs must come from an official and responsible source. Problems of transportation, fuel, repairs, maintenance, student achievement, success of teachers and other topics are always of interest to the members of the committee. Reports of such items afford committee members an opportunity to be sympathetic and cooperative in matters that deal with the educational interests of our boys and girls. We realize that the work attempted by our committee involves professional and intimate knowledge of school affairs and for that reason we are always inclined to accept the recommendations of the school officials.

The appropriation of the School Department for the year 1939 was \$162,652.70. By virtue of the School Department the Town of Montague has received the following amounts in the form of reimbursements:

From the Commonwealth of Massachusetts:

Teachers' Salaries	\$12,650.00	
State Wards	1,682.33	
Americanization classes	457.50	
Town of Erving, Tuition	2,775.69	
Town of Gill Tuition	2,092.78	
Cash Receipts	26.21	
		<hr/>
		\$19,684.51
Balance of Appropriation returned to Town Treasury		790.56
		<hr/>
		\$20,475.07

Thus, the net cost of the schools to the Town of Montague for the year 1939 was \$142,177.63.

The School Department again kept faith with its budget and returned \$790.56 as an unexpended balance. This was made possible by effecting a saving in certain items, particularly in the matter of salaries. One teacher whose salary was included in the 1939 budget requested a further extension of her leave of absence and her classes were continued on a re-organized basis so that it was not necessary to employ the services of a substitute teacher. The savings thus effected enabled the School Committee to purchase an asbestos curtain for the High School Auditorium in order to meet the requirements of the Department of Public Safety.

The committee hoped to be able to purchase some steel stairs to replace the wooden exits that were approved only as temporary measures during the construction of the High School Gymnasium. Such action was authorized but it was found that there was insufficient time to arrange details for the purchase of the same under our 1939 budget. However, we must comply with the demands of the Department of Public Safety and, therefore, we are including provisions for this item in our 1940 budget.

During the year 1939 the members of the Montague School Department continued to donate 6% of their basic salaries. We regret that economic conditions seemed to necessitate such action because we feel that in the light of present world conditions we must admit that our educational institutions can and ought to be the bulwark of democracy and that the American teacher has a great responsibility if she does all those things that the American public expects her to do. We realize that it is difficult for the average man, buffeted around by economic uncertainty, not to have moments of resentment against a group who seem to be well paid and

secure. We believe that the feeling would disappear if people would stop to realize that teachers have made many sacrifices and have devoted many hours to study in order to qualify for the profession. Our teachers are men and women who have expended many years and large sums of money for this training. We expect them to be men and women of fine character and intellectual ability with a sense of dedication to a real job. They have been justly called the "first line guardians" of our democratic institutions. They stand in the role of mentors and guides to a priceless commodity, namely, our next generation. Citizens should take the attitude that good salaries do not favor teachers so much as they assure the maintenance and protection of a good system of education. It should be regretted that teachers are compelled to experience anxiety and concern about their salaries every time the political and economic thermometers go up and down and it is hoped that local attitudes and business conditions will change so that we may seriously consider the question of salary restoration.

The members of the School Board believe that they have an opportunity to serve the Town of Montague in a very definite and far-reaching way. It has been my experience and observation that the individual members always express eagerness and an attitude of open-mindedness regarding school affairs.

In conclusion may I take this opportunity to commend Mrs. Mary E. Argy, the Clerk of our School Committee, for her efficient service in adequately recording and preserving the minutes of our School Board meetings and to extend my appreciation to all the members of the committee for their cooperation and unselfish interest in matters pertaining to the educational needs of the boys and girls of the Town of Montague.

Respectfully submitted,

ALBERT E. CLARK,

Chairman of School Committee.

REPORT OF SUPERINTENDENT OF SCHOOLS

Turners Falls, Mass.
January 23, 1940

To the School Committee of Montague:

Ladies and Gentlemen:

Herewith is submitted the annual report of the Superintendent of Schools for the year 1939. This is my third annual report and the forty-second in the series of annual reports prepared by the Superintendent of Schools of the Town of Montague.

The annual reports of the various departments are appended to this report and they have been prepared with the hope that the annual report of the School Department will serve as a good interpreter of the school activities of 1939. We invite the citizens of the Town of Montague to read and to study these reports because we believe that it is important for our educational, health and recreational activities to be as significantly reported as those of finance, repairs, buildings and attendance.

We realize that public action in support of school needs depends upon the public feeling of appreciation of the work of the schools and these reports have been designed to interest and to inform the public of the activities and policies of the School Department. The presentation of significant conditions and trends with the suggestions for their improvement will be the theme of these reports with the thought that they may be avenues for many desirable possibilities in strengthening the understanding of the parents and citizens regarding our educational system.

Enrolment Statistics and Discussion

The enrolment of the Public Schools on October 1, 1939 was 1517 pupils. In April 1939 we estimated that the membership of our schools for the fall of 1939 would be approximately 1519 pupils. It happened that our estimate was very close inasmuch as there was a difference of two pupils between the actual enrolment and our estimate. A comparative enrolment shows that in October 1938 there were 1606 pupils and in October 1939 there were 1517 pupils, or a decrease of 89 since the previous year.

Comparative Enrolment of Public Schools of Montague 1938 and 1939

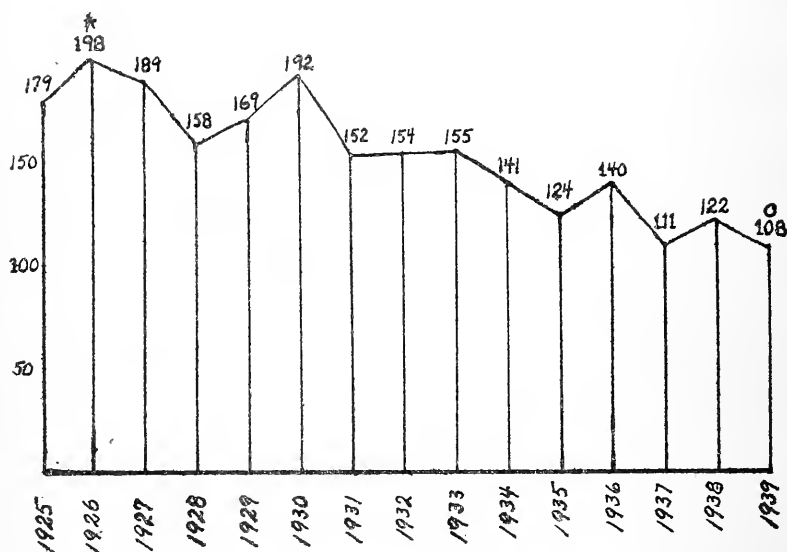
Year	High School	Grammar School	New 8th Street	Old 8th Street	Central Street	South End	Montague City	Millers Falls	Montague	TOTAL
1938	593	191	134	114	94	83	93	124	180	1606
1939	569	175	120	105	106	72	86	109	175	1517
	-24	-16	-14	-9	12	-11	-7	-15	-5	-89

A study of the figures in the above table reveals the fact that there was a decrease in the membership in all the schools with the exception of the Central Street School which shows an increase of twelve pupils over the enrolment of last year.

The decrease in enrolment seems to be general. The High School enrolment was somewhat less and one of the reasons might have been the fact that only a few pupils returned for post-graduate work. In previous years there have been as many as twenty-five or thirty boys and girls enrolled in the post-graduate course. Perhaps the decrease in post-graduate work may be traced to the fact that the Superintendent's Office has issued more employment certificates than it has in the past few years. This may be an indication of better business conditions in this community. However, it is safe to say that the High School enrolment reached its peak in 1938 and it may be some time before the membership will again be in the vicinity of 600.

It will be noticed that the decrease in membership is so distributed over the entire school system that it is difficult to reduce cost of instruction or maintenance without seriously affecting the efficiency of our school system. If the major portion of the decrease in numbers were confined to one or two buildings it would be possible then to eliminate some of the cost.

Chart Showing Changes in Enrolment of First Grades
During Period 1925-1939

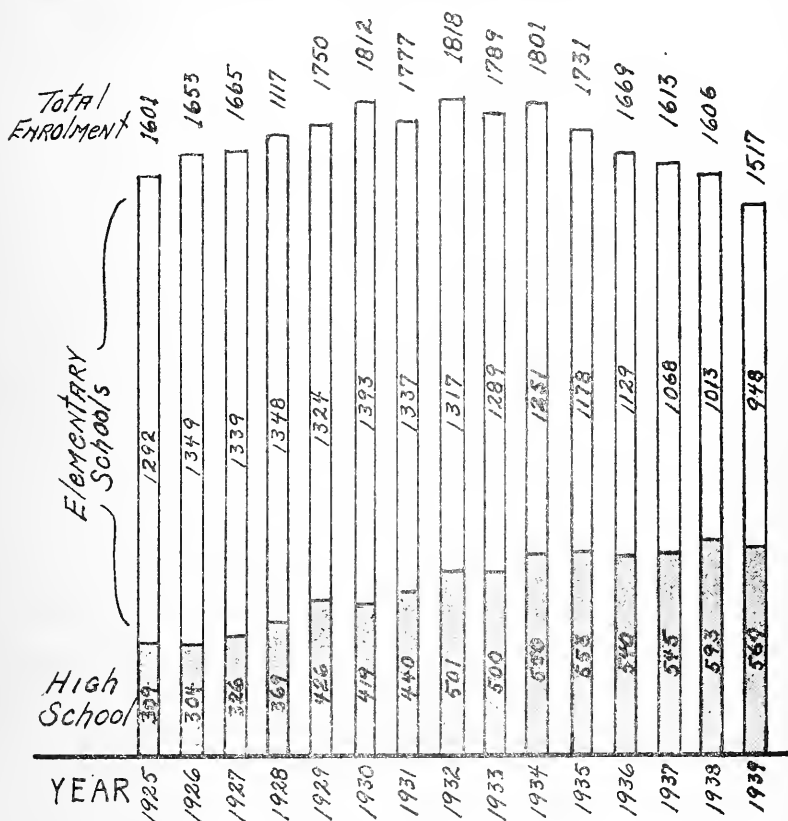


* High

0 Low

The above chart shows the changes in the number of pupils enrolled in the first grades during the past fifteen years. It will be noticed that the highest enrolment was that of 198 pupils in 1926 and the lowest enrolment was that of 108 pupils in 1939. In other words, there were 90 pupils less in our first grades in 1939 than there were in 1926.

Relative Enrolment of High School and Elementary Schools to the Total Enrolment for the Years 1925-39



The above chart reveals some information which I believe is of sufficient interest to present below:

1. There has been a significant increase in High School enrolment during the past sixteen years. The enrolment was 309 pupils in 1925 and it reached a peak of 593 pupils in 1938, dropping to 569 pupils in 1939.

2. In 1925 the High School population made up approximately 19.2% of the total school enrolment. This has changed until in October 1939 the High School enrolment comprised 37.5% of the total school enrolment. In other words, more than one-third of all the pupils attending the Public Schools are members of our High School.

3. The elementary school population has been diminished

by 344 pupils over the same period of fifteen years. This is a decrease of 26.6% in the elementary schools.

4. The High School has gained 260 pupils or has been increased by more than 84% during the same period.

5. There is a decrease of 84 pupils in the total school enrolment for the period October 1925-1939. From a standpoint of percentage this is a loss of approximately 5.2% in the total school enrolment during the past fifteen years.

Comments

I shall refer you to my annual report of 1938 under the paragraph entitled, "The Load Moves Upward," for a preview of this topic. I dare not make any prophecy concerning the above only to express again that as the educational load moves up it points to the more expensive end of the ladder. I do not prophesy that if working opportunities should increase there would be any great decrease in our High School enrolment with the possible exception of the effect on our post-graduate enrolment. Employment and labor laws are becoming increasingly more rigid and would seem to encourage our boys and girls to remain in school until the completion of their high school courses. On the other hand, I know of specific instances where business conditions have improved in towns and there has been a decided decrease in high school membership. However, I feel that the general trend will be one that will keep our boys and girls in school rather than one to encourage them to seek positions in an economic situation where older people would seem to be more deserving of any available employment.

In regard to the decrease in the enrolment of our elementary schools, I have only to offer the fact that there has been a general decline in the birth rate, and the fact that many families moved from town to follow their positions of employment and to seek better opportunities. It has been said that the only race in America that has shown an increase in its birth rate is the Indian race and the remark was made that if the situation continues as it has been during the past decade, there will be no need of the Indian complaint of loss of land to the white man. In a few centuries a continuation of the decrease in the birth rate of the white people and the increase in the birth rate of the Indian would mean that America would be handed back to him by right of eminent domain.

If business conditions should improve and if industries were encouraged to settle in town, new families might be attracted and, consequently, our school enrolment might be affected so that we might again operate nearer to the capacity of our splendid facilities and opportunities.

CHANGES IN PERSONNEL

Resignations

Mrs. Margaret S. O'Keefe—High School, teacher of Freshman Mathematics.

Miss Alice Parsons—High School, teacher of French and English.

Miss Mary T. McGillicuddy—Grammar School, Grade 8.

Miss Helen Cassidy—Grammar School, Grade 8.

Arnold Maddern—Assistant Janitor at High School.

Leave of Absence

Miss Bella Dessureault—teacher at Highland School, Grades 3-4.

Henry J. Leonard—Janitor of Highland School.

Appointments

George Richason—High School, teacher of Freshman Mathematics.

Richard K. Stuart—High School, teacher of Freshman English.

Miss Rita Conway—Grammar School, Grades 7-8.

Joseph E. Grogan, Jr.—Grammar School, Grades 7-8.

George Villeneuve—Assistant Janitor at High School.

During the past year the School Committee accepted four resignations from the teaching staff of the school system and made four appointments to fill the vacancies caused by the above mentioned resignations. Upon request, an extension of leave of absence was granted to Miss Bella Dessureault and to Mr. Henry J. Leonard.

Retirement of Mrs. O'Keefe

In accordance with the provisions of the General Laws, Chapter 32, Section 10, Mrs. Margaret S. O'Keefe retired from her duties as teacher of Freshman mathematics at the Turners Falls High School on June 23, 1939. The following resolutions were adopted by the School Committee and a copy of the same was sent to Mrs. O'Keefe:

WHEREAS Mrs. Margaret O'Keefe having completed forty-four years of teaching in the Public Schools of Montague, the School Committee at this time of her retirement does hereby adopt the following resolutions:

Be it RESOLVED that the School Committee is conscious of this unusual record of service rendered to the School Department of Montague,

Be it RESOLVED that the School Committee commend Mrs. O'Keefe for having dedicated much of her active life to the cause of educating the youth of Montague,

Be it also RESOLVED that the School Committee cause this testimonial to be printed in its records and give further expression of its appreciation by sending a copy to Mrs. O'Keefe in compensation for having added her contribution to the world's work, with the knowledge that it was well performed.

Professional Improvement

Our teachers have always expressed a keen desire to make themselves more efficient and of more value to their profession by pursuing advanced courses. The following is a list of teachers who gave evidence of their professional spirit and desire to be of more service to the Montague School System by taking courses during the year:

Miss Blondena J. Argy	Miss Helen D. Phelps
Miss Marian E. Cowan	Miss Florence Porter
Edwin A. Cox	Miss Margaret E. Shea
Miss Anna R. Daley	Joseph J. Sheff
Miss Lydia DesOrmeaux	Miss Anna Sojka
Bernard J. Foley	Miss Alice Teed
Mrs. Jessie L. Wheeler	

EXPENDITURES BY SCHOOLS, JANUARY 1, TO DECEMBER 31, 1939.

SCHOOL REPORT

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	High	Grammar	New 8th	Old 8th	Central	So. End	Mon. City	Millers Falls	Montague	General	Totals
Teachers' Salaries	\$39,188.97	\$10,987.13	\$6,092.03	\$5,908.01	\$7,808.83	\$4,085.05	\$5,338.10	\$6,392.55	\$12,262.82	\$174.00	\$96,178.09
Text Books	1,057.82	338.33	187.38	73.59	172.65	60.29	95.72	84.37	222.16	83.73	2,426.04
Supplies and Miscellaneous Expense of Instruction	1,932.52	745.81	166.36	150.03	132.43	121.46	157.36	182.89	411.36	253.99	4,254.31
H. S. Prin. Secretary's Salary	574.00										574.00
Janitors' Salaries	2,455.67	1,410.00	601.50	601.50	652.62	652.62	520.00	1,171.96	1,128.00		9,193.87
Janitors' Supplies, etc.	495.19	139.60	38.37	49.32	40.76	39.33	50.17	58.68	62.56	92.19	1,066.77
Fuel	3,494.15	748.70	421.18	426.40	489.90	357.85	409.71	481.73	617.04		7,256.66
Water	476.86	35.55	27.00	27.00	27.00	27.00	34.76	100.00	100.00	27.00	782.17
Electricity	899.52	284.51	94.07	59.09	56.30	18.21	66.37	40.34	103.74		1,622.75
Gas	135.80									41.53	177.39
Telephones	75.88					34.73	48.95	27.10	34.95	51.50	273.11
Repairs, Replacements	2,286.87	71.03	47.35	173.08	230.12	20.86	1,174.63	156.99	586.03	46.69	4,793.65
New Equipment, Furniture, Fixtures, Apparatus	646.84	.59	31.59	57.30	38.50	1.00	4.25	1.50	35.06		816.45
Medical Inspection	216.67	73.08	50.82	44.52	44.52	30.24	40.15	100.00	100.00		700.00
Nurse Service	7,352.26	113.29	95.15	52.45	71.78		140.20	1,610.69	2,558.16	214.75	12,208.73
School Library	281.81										281.81
Noon Lunches											1,871.00
Insurance											1,871.00
Evening School Teachers' Salaries											108.75
Evening School Janitor's Salary											108.75
Sundry Expense	215.77										2,409.74
School Committee Expense											795.00
Superintendent's Salary											795.00
Superintendent's Office Supplies											56.00
Superintendent's Traveling Expense											866.83
Superintendent's Secretary's Salary											12.00
Enforcement of Law											3,713.00
Census Takers' Salaries											148.43
Supervisors' Salaries											477.22
Supervisors' Expenses											1468.40
											1,468.40
											120.00
											230.30
											230.30
											6,003.50
											222.50
TOTAL COST PER SCHOOL	\$61,596.65	\$14,997.53	\$7,763.91	\$7,692.89	\$7,825.41	\$5,448.64	\$8,072.61	\$10,313.56	\$18,330.63	\$19,890.30	\$161,862.14
Average Membership	561	180	129	109	98	79	89	117	178	1,540	1,540
COST PER PUPIL	\$109.80	\$83.32	\$60.18	\$69.93	\$79.85	\$68.97	\$90.70	\$88.15	\$102.98	\$12.92	\$105.11

School Budget

School support absorbs so large a portion of public funds of every community that the business management of those funds is one of major consideration. The school system is the largest local enterprise to whose support the public contributes. Nearly one-fifth of the total population of the Town of Montague is cared for five days a week within the walls of its various school buildings. It is to be expected then that the annual financial investment in our schools will usually exceed the amount expended for any other publicly supported activity in the community.

There are certain problems that appear at more or less regular intervals in our school finances while there are others which may arise unexpectedly. During the past year we found it necessary to replace the boiler at the Montague City School. This was an instance of an emergency that required the expenditure of \$1,149.15 for which no provisions had been made in the budget. Such emergencies sometimes challenge the flexibility of a carefully planned and well prepared budget and it is only by driving financial wedges into several other items that we are able to finance unexpected replacements and repairs.

It should be stated here that the school budget is prepared after much study and careful analysis of the past and present budgets in terms of local needs and resources. The Superintendent has the responsibility of originating the budget. After he has given the problem careful consideration it is presented to the Budget Committee of the School Committee and the problem receives further study with an attempt to reconcile the educational needs with the economic ability of the town to support these needs. The final decision as to what shall be supported and what amount of money shall be requested is a matter of the responsibility of the full Board of Education as the elected representatives of the people of the town.

After the School Committee votes on the amount to be appropriated the Finance Committee carefully studies the budget and makes recommendations. Eventually the people of the town pass judgment on the budget at the Annual Town Meeting. Because of the fact that your budget is planned and worked out in a democratic and collective manner and with all interested parties cooperating in the educational planning, it becomes an instrument of power and financial insight as well as one of declaration of plans and needs.

The three great problems in the life of any institution,

large or small, such as the American public school, are program, personnel and finance; the last named being the supporting power back of the other two. Without finances the educational process would be greatly reduced. I know that the people of Montague take a great pride in their public schools and there is plenty of evidence that they have always been willing to provide adequate funds for the support of their schools even in times when the town might have been at a low level of financial ability. Good funding depends primarily on economic ability and secondly on effort and security. Our citizens have always been concerned with and willing to provide educational facilities for our boys and girls.

The Nursery School

During the past year the W. P. A. Nursery School has been in session five days a week at the Knights of Columbus Home. The school is now under the supervision of Miss Imelda Legere. The membership of the school in December 1939 varied from twenty to twenty-four pupils. It will be recalled that during 1938 the financing of the noon day meal created a problem when the government withdrew its financial support of the noon meal and required that the meal be provided by some source if the school were to be continued.

Several organizations made contributions to enable the school to continue operation until that time when definite action could be taken on the project. We are glad to announce that this problem has been solved and the noon day meal is now being provided through the local W. P. A. appropriation.

At present the School Department is paying the rent of the building and the W. P. A. is paying the wages of the supervisors. The personnel of the school is made up of several N. Y. A. girls who alternate as assistants under the supervision of Miss Legere and a cook who is responsible for the preparation of the noon day meal. Reports from the state supervisors would seem to indicate that the W. P. A. Nursery School is operated very satisfactorily.

Americanization Classes

The evening school classes in Adult Alien Education were resumed in October with an enrolment of fifty-two men and women. At present there are three classes meeting three evenings each week at the New 8th Street School. The begin-

ners' group is taught by Miss Claire Dillon, the intermediate group by Mrs. Keough; the advanced group by Mrs. Frances Foley who is supervisor of the program. I refer you to my report of 1938 concerning the requirements necessary for one who serves as an instructor of the classes in Adult Alien Education.

The attendance at these evening school classes has been very good considering the fact that many of the pupils are men and women who may have arduous tasks during the day and then find it necessary to go out in the evening in order to take advantage of the instruction offered in our Adult Alien Education courses.

At the completion of the several courses certificates are awarded to those people who have satisfactorily met the requirements of the courses. I believe that the awards made during the graduation exercises are greatly appreciated by those people who have devoted so much time, thought and study in furthering their civic responsibility. I wish to refer you to the report of Mrs. Foley, director of the program, for a more detailed account of the work in the Adult Alien Education classes.

Accomplishments

1. Completion of the W. P. A. painting project at the new addition to the High School.
2. Replacement of the old boiler at Montague City School with a new Spencer type heater.
3. Purchase of an asbestos curtain for the stage equipment of the High School Auditorium.
4. Repairs to roof, and cupola at Montague Centre School.
5. Replacement of back stop and bleachers at the Montague Centre School playground.
6. Purchase of filing cabinet and fixtures for High School Library.
7. Replacement of floor in second corridor of High School.
8. Purchase of additional volumes for High School Library.
9. Refinishing of floors of Superintendent's Office and High School Principal's Office.
10. Installation of outside drinking fountains at Old 8th Street building and at High School Gymnasium.

11. New cement laid around the Montague Centre School.
12. Painting of the sills and sashes at the Highland School.

Recommendations

1. The replacement of the wooden exits at the rear of the High School Gymnasium with steel exits.
2. The replacement of cement walk in front and at side of High School.
3. New cement walk at the Highland School at Millers Falls.
4. Resumption of painting program.
5. New lighting system at the Grammar School.
6. New floor in third corridor of High School.
7. Resurfacing floor in basement of the Montague Centre building.

To What Extent is the Curriculum Meeting Community Needs?

When the average citizen asks the familiar question, "What do they do in the schools?" he is wondering what is taught and what experiences are given to children in our Public Schools.

The Montague Schools are giving the pupils a good foundation in the so-called three R's of education and, in short, are providing opportunities for the mental, moral and physical development of the child throughout the public school years. Special work in character training has always been one of our objectives. Aims and methods of health education have been emphasized with the knowledge that the community is immensely interested in the physical well-being of its children. In addition to the above we are attempting to meet the needs of the individual differences of pupils by enabling them to experience success in groups that have been planned in accordance with their lines of interest and ability.

We have also succeeded in retaining pupils beyond the compulsory school age and we have offered splendid opportunities and preparation for college.

I believe that a good school system should do all of these things. However, I am of the opinion that before long we must consider seriously that somewhere in our system of

education there should be an introduction of a course of vocational guidance in which pupils may be made acquainted with the great fields of human endeavor and may be so stimulated and enthused that they will resolve to accomplish something worthwhile in life. Some vocational courses might be offered so that the pupils will have a knowledge of the way in which work is done and, by first-hand experience with some of it, the pupil will have appreciation of the dignity of labor and perhaps a desire to participate in honest work.

Such vocational opportunities may be needed for many of our youth. At least such courses might prove to be periods of self-revelation in which the pupils might learn of their own ability and interests. At least the pupils enrolled in such courses might acquire some knowledge, some skill or some technique which would be of definite assistance in a gainful occupation if necessity required it. Although we believe that any vocation is more efficient if based upon a cultural background, nevertheless, we must face the fact that it is not always expedient for all pupils to secure an academic background previous to their specialized training. It is possible that our schools have prepared too many pupils for so-called "white collar jobs" when the possibilities in the fields of executive work have been greatly restricted.

Some of the functions of a good educational system should be to inoculate the pupils with the opportunities of labor and to supply motives and means to some of the vocations. I would not agree with those who might ask pupils to decide upon a vocation at an adolescent age because school age is not the right biological period for acquiring fixed habits necessary in a life vocation. Many a man has not accomplished in life in proportion to his ability because of a too early choice of vocation. It is far better to enter upon one's life work a little late than to enter upon it too early only to discover that one has entered upon a calling for which he has little enthusiasm and ability.

I do not believe that the index of success in a school system should be judged by the numbers of its former pupils that it sweeps into industry. To the contrary, the success of a school system will be inversely proportional to the number who enter early into industry. The larger the number who continue their education the greater the success of the school. However, some stress should be placed on specific skills for those pupils who are forced to leave school early either because of economic necessity or lack of success in school work.

For the past few years we have been trying to meet the needs of this group by approving the applications of boys who have displayed exceptional interest so that they have been able to attend the Smith Agricultural School at Northampton and the Greenfield Vocational School. During the past year the town of Montague has paid the tuition of six different boys who are pursuing vocational courses at these institutions. This procedure is in accordance with Chapter 74, Section 8 of the General Laws.

Perhaps the time is approaching when we must afford additional exploratory courses and vocational opportunities for our boys and girls in order that they may better know their capabilities and the importance of manual labor and industry as possible solutions to some of the problems of life.

Program of Interpretation

It is difficult to give a complete report of the story of our schools in any one report. For that reason we believe that our calendar of school interpretation should be spread out over the entire school year. Those activities of our schools that have been most worth telling about have appeared in newspaper accounts during the year 1939. We have tried to keep the public informed of the activities of our schools and our practice of interpretation has been to use the following agencies: the public press, school publications, teacher relations, pupil activities, exhibits, demonstrations, community participation, radio, moving pictures, speeches, and the schools hold Open House for every citizen who wishes more intimate knowledge of our system of education. The School Department attempts to inspire and to inform the supporting public concerning the goals and practices of its schools with the hope that its educational procedures will be comprehended by all the people of all the children.

Education—

is not apart from life; it is just the adult generation giving its own world to the new generation. And be sure the adult generation will not give a very different world from that in which itself lives. The adult generation cannot keep its own private evils, traditions, greeds, autocracies, shams, follies, and insincerities, and ask the school, working in the midst of these effective influences, to produce a new generation committed to good, to science, to altruism, to democracy, to honesty, to wisdom, and to

sincerity. The democratic problem in education is not primarily a problem of training children; it is the problem of making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the tasks of the age. A school cannot produce this result; nothing but a community can do so.—Joseph K. Hart, "The Discovery of Intelligence."

Conclusion

It has been a pleasure and a privilege to serve the Town of Montague as Superintendent of Schools during the past three years. I believe that I was fortunate to be permitted to serve my novitiate as a school superintendent in the system where I had experiences as a high school teacher and a high school principal. Those experiences have afforded a background for a better interpretation of the complex problems that confront a beginning superintendent in public school work. Not only has it been a privilege to be in a position to cooperate with the School Committee in solving the problems that have arisen in our educational system, but it has also been gratifying to be in a position to realize the multitude of the services so efficiently rendered day by day by the teachers and other employees of the Montague School Department.

I appreciate the confidence of the members of the School Board and I am aware of the responsibility entrusted to me in the care of the boys and girls of the citizens of this town. Again I take the opportunity to mention the splendid work done by Miss Catherine Kelley as Secretary to the Superintendent of Schools. All of the above have been important factors in whatever achievements we may have attained during the past school year.

Respectfully submitted,

ARTHUR E. BURKE.

REPORT OF PRINCIPAL OF TURNERS FALLS HIGH SCHOOL FOR YEAR 1939

January 25, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Massachusetts.

Dear Sir:

I am submitting my third annual report as Principal of the Turners Falls High School. I am enclosing the usual tables of statistics because without them it is difficult to obtain a true picture of our high school.

In September, 1939, we had an enrolment of 567 pupils on the opening day of school. This was a decrease of twenty-six pupils from the registration of September 1938.

Class	Boys	Girls	Total
Freshman	85	84	169
Sophomore	58	87	145
Junior	71	68	139
Senior	64	46	110
Post-Graduate	1	3	4
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Total	279	288	567

Pupil Mortality

We have had a loss of seventeen pupils since school opened in September. This has been offset somewhat by the entrance of pupils from other communities. You will also note that there has been an appreciable decline of post-graduate students during the past year. In 1938, nineteen post-graduates were enrolled in our school, but this year only four of our graduates returned to pursue post-graduate study. This is the smallest number in several years and it is probably a strong indication of the upward swing of business after several years of depression. The following reasons were attributed to the withdrawal of the seventeen students who left school.

To go to work	10
Home permits	2
Poor health	4
Post-graduate withdrawal	1
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Total	17

Many studies have been made in an attempt to discover the contributing factors leading to the withdrawal of students from school. The majority of these surveys agree upon one point; that it is the pupil who is less scholastically able who withdraws from school. Many other factors are a contributing cause to this situation. The economic condition of the home, the occupation of the parent, the influence of compulsory education laws, the employment situation and the health and mentality of the individual are some of the reasons advanced for the departure of students from school.

We feel that the holding power of our high school is good. We also feel that we have been effective in persuading pupils to remain here, and by readjustment of courses and proper guidance have enabled them to solve their school problems with less difficulty.

Geographical Distribution of Students as of January 1, 1940

	P. G.	Sen.	Jun.	Soph.	Fresh.	Total
Turners Falls .....	..	77	75	89	95	336
Millers Falls .....	..	10	15	11	13	49
Montague Centre ....	..	10	15	17	23	65
Riverside & Gill	1	2	13	6	12	34
Montague City	3	2	10	13	17	45
Erving .....	..	5	8	6	10	29
Lake Pleasant .....	..	1	....	....	1	2
Total	4	107	136	142	171	560

The Town of Montague at present is transporting 160 pupils. These pupils are afforded excellent transportation facilities. They are most fortunate in this regard, particularly since in most cases they are transported almost from their very door to the high school.

Enrolment by Subjects

The following table points out the subjects offered in our curriculum, the distribution of students, the number of boys and girls enrolled in each course and the total number of pupils registered in each department.

A course in Art Appreciation under the direction of Miss DesOrmeaux was instituted during the past year. Students who pursue this course receive the same amount of credit as those students who take Music Appreciation.

English Department

	Boys	Girls	Total
English I	92	86	178
English II	64	86	150
English III	73	68	141
English IV	64	45	109
Total	293	285	578

Foreign Language Department

Latin I	21	56	77
Latin II	20	29	49
Latin III	7	9	16
Latin IV	2	8	10
Total	50	102	152
French II	34	48	82
French III	13	23	36
French IV	8	12	20

Total	55	83	138
German II	13	4	17
German III	8	8	16
Total	21	12	33

Social Science Department

U. S. History and Civics	64	45	109
European History (from 1700)	47	17	64
History to 1700	26	14	40
Ancient History	14	7	21
Social Science	14	0	14
Total	165	83	248

Mathematics Department

Elem. Algebra	64	42	106
Intermed. Algebra	26	29	55
Plane Geometry	23	13	36
Rev. Math. (Solid Geom. & Trigon.)	13	4	17
Applied Math.	13	9	22
Comm. Arith.	38	45	83
Total	177	142	319

Science Department

	Boys	Girls	Total
General Science	65	55	120
Biology	41	39	80
College Chemistry ..	26	26	52
Practical Chemistry ..	42	20	62
College Physics	22	7	29
Practical Physics	36	5	41
Total	232	152	384

Commercial Department

Comm. Geog. & Law ..	8	54	62
Bkkgg. II	9	54	63
Bkkgg. III	14	44	58
Adv. Bkkgg. & Sales ..	2	11	13
Business Training ..	22	9	31
Stenography III	8	42	50
Stenography IV		19	19
Typewriting III	8	42	50
Typewriting IV		19	19
Total	71	294	365

Home Economics

Freshman Cooking	58	58
Freshman Sewing	58	58
Total	116	116

Shop Work

Manual Arts	53	53
Adv. Shop Work	22	22
Total	75	75

Drawing Department

Freehand Drawing	33	45	78
Art Appreciation	4	19	23
Mech. Drawing	100		100
Total	137	64	201

Physical Education

Girls' Phys. Ed.....	274	274
Boys' Phys. Ed.	266	266
	<hr/>	<hr/>
Total	266	274 540

Music Department

Music Appreciation ..	85	84	169
Band	17	28	45
Orchestra	3	13	16
Glee Club	14	61	75
Choral Club		14	14
Total	119	200	319

Graduates Attending Higher Institutions of Learning

It is a pleasure to report that a large number of our graduates are pursuing their education in higher institutions of learning. All are doing creditable work and some have achieved recognition in scholastic and extra-curricular activities. This evidently shows that they have been adequately prepared for the institutions they are now attending. Our high school is still rated as a Class A school and we continue to enjoy the certificate privileges which we have had for a number of years. The following are the institutions which our graduates are attending:

Colgate University	William and Mary College
John Carroll University	St. Anselm's College
Holy Cross College	Framingham State Teachers' College
Williams College	Lowell State Teachers' College
Fitchburg State Teachers' College	Greenfield Commercial School
Westfield State Teachers' College	Bay Path Institute
Norhampton Commercial School	Arnold College
Virginia Junior College	Deerfield Academy
Nichols Junior College	Mount Hermon
Cornell University	Farren Memorial Hospital
Franklin County Hospital	New England Deaconess Hospital
Mercy Hospital	Malden City Hospital
Peter Bent-Brigham Hospital	George Washington Medical School
Cooley-Dickinson Hospital	Massachusetts School of Pharmacy
Boston YWCA School of Domestic Science	Drake University
Vesper-George School of Art	Wentworth Institute
Rensselaer Polytechnic Institute	Massachusetts Institute of Technology
Worcester Polytechnic Institute	Northeastern University
Juilliard School of Music	Louisiana State University
Sherwood Music School	University of Michigan
University of Vermont	Purdue University
Massachusetts State College	Dartmouth College
Tufts College	Swarthmore College
Villa Maria College	Villanova College
Skidmore College	Alfred University
Air Corps Technical School	Mount Holyoke College
Blue Ridge College	Oberlin College
Boston University	Bates College
Simmons College	American International College
Connecticut Wesleyan College	St. John's Preparatory School
Brown University	
Syracuse University	

Scholarship

Again I am pleased to report that the scholarship at the high school is on a high level. This is borne out by the fact that during the past year, 29.8% of our pupils were placed on the honor roll. In order for a student to be placed on this list, it is necessary for him to receive B or better in at least three subjects, and to receive a passing mark in any

other subjects he may be studying. Many of our commercial students received awards of merit in typewriting and shorthand. We feel that these awards stimulate pupils to achievement and that they are a real influence in maintaining a high scholastic standing.

Extracurricular Activities

We have just reason to be proud of our extracurricular activities during the year just past, as they continue to be an important influence in making the student's education a complete one. During the year just completed, our extracurricular activities had a membership of approximately 450 students.

These activities are conducted under supervision and are meeting the challenge of leisure time in a very effective way. As usual, many examples of special interest and student leadership were discovered through these activities. Personalities were developed and much that could not be discovered in the class room was brought to the attention of the teachers. In the final analysis, these activities are conducted in the hope that students can learn how to direct themselves intelligently, how to lead or select a leader; in short, how to get along with people.

In February, the Senior Class staged the play, "Pride and Prejudice," or "I Have Five Daughters." Under the capable direction of Miss Alice Teed, it was up to its usual high standard. This is a very fine example of the cooperative efforts of an entire class working in harmony in an attempt to make their play successful.

The high school band, under the direction of Mr. Charles Bickford, brought new honors to the school when it received an honor rating at the Western Massachusetts Music Festival in Amherst. A month later, at the New England Festival in Worcester, in competition with school bands from every section of New England, it again received an honor rating in its class.

The annual Prize Speaking Contest was presented before 600 people, the largest crowd to witness this fine activity. This contest was under the direction of Miss Teed and the Junior Class.

At our Commencement Exercises in June, we presented diplomas to 116 graduates. The address of Colonel Jim Healey of radio fame was broadcast through the courtesy of Station WHAI, thus giving us the honor of being the first high school in the county to broadcast its Commencement Activities.

At the Franklin County Fair in September the cheering cup was awarded to this school. This cup meant a great deal to the students and to me, because it gave tangible evidence of the group effort upon the part of every student in the high school rather than the intensive spirit of a few. It demonstrated the fine school spirit and the loyalty of our students. They have an intense pride in every activity of our school, and I know that this same pride carries over into all sorts of community activity.

Because of the interest and enthusiasm of Mr. Waldo Perkins of the Manual Arts Department, the high school dance orchestra is progressing favorably. This group played at all of the Grammar School Socials, one assembly, and some high school functions.

The school publication, "Netop," was host for the spring meeting of the Western Massachusetts League of School Publications for the first time. The speaker at the conference was Mr. Paul Walcott, Editor of the Greenfield Recorder Gazette. The group meetings were stimulating and constructive and it was refreshing and inspiring to hear these young people discuss their journalism problems.

The other extracurricular activities, such as the Commercial Club, the Latin Club, the French Club, the German Club, the Biology Club, and the Home Economics Club conduct activities during the year and contribute much to the out of class education of the pupils.

Sportsmanship

One of the achievements of which we are rightly proud is the excellent reputation which we have enjoyed in sportsmanship, not only on the athletic field, but in every phase of school life. Our students have come to feel that the Code of Sportsmanship which governs our athletic contests carries over into practically every school activity. Sportsmanship implies cooperation with the rules of the game, the school and the home. They have learned here over a period of years that opposing teams are treated as guests and that regardless of the outcome of the game, there should be no change in this attitude at any time. They have never allowed their enthusiasm to subordinate all traces of fair play. Our people have learned to respect the authority of the officials, and to appreciate the skill and weaknesses of our opponents. Through this means we are endeavoring to show them that every organization has a code, that every business has its ethics. They will also learn that these codes have been made to destroy unfair competition, and dishonest

advantage in a world, which, in some respects seems to have forgotten the rules of sportsmanship. It is pleasant indeed to realize that our young people are making a real effort to observe the rules of the game in a fair and sportsmanlike way.

During the past year, we were able to use the Motion Picture Projector and Amplifier for extending this type of education. Through this amplifying system the Code of Sportsmanship was read before each contest and at no time was there anything but the most gentlemanly spirit at our games. The townspeople have shown that they appreciate these splendid attitudes upon the part of our students and have supported them in their attempts to enforce it.

Attendance

One hundred thirty-seven people have received certificates for perfect attendance during the past year. Our daily attendance has been good and we feel that few students remain away from school for trivial reasons.

National Youth Aid

As has been the case for the past few years, thirty-six students in the high school are receiving financial help from the National Youth Administration Program. According to this plan the students receive \$6.00 from the Federal Government for performing twenty hours of work in and around educational institutions. Each student must be able to qualify on the basis of need for such assistance as he may receive. It is necessary for him to be at least sixteen years of age and of good moral character. In addition to this he must maintain a satisfactory standing in at least three-fourths of his scholastic work.

The responsibility for assigning students to suitable work and for supervising the work done by them is delegated to the Principal of the school. You will be interested in knowing that these young people are doing a good job in the following types of activities:

- Building and Ground Maintenance
- Building Maintenance
- Cafeteria
- Clerical Assistance
- Library Surveys and Book Report
- Research, Statistical and Survey Projects

The money which they receive is not a gift but wages for work done. We feel that it is helping these young people to establish good work habits and at the same time giving needed financial assistance.

Guidance

During the past few years, much has been written and spoken about guidance in the field of education. Movements in this direction are still in the formative stage, but at least they are focusing attention upon a very important branch of educational work.

In a high school such as ours, there is an extremely personal contact between Principal and pupils and teachers and pupils. We are proud of the fact that through this association, pupils are quite frank to discuss their problems with us, not only vocational and educational, but others as well.

We have tried not to become mechanical in our guidance because we are dealing with human beings. Because of our knowledge of strengths and weaknesses of our pupils we feel that we are rendering our pupils a worthwhile service. Our system of home room guidance, class advisors, conferences with the Principal, and assembly programs tend to give us a fairly intimate contact with our pupils and eventually help us guide them along worthwhile paths. Many of our graduates are furthering their education because we have found outlets for them in the way of financial aid and scholarships which would not be available to them otherwise.

We have tried without dictation to interest our pupils in the problems of vocational choices and assist them in the interest of a specific vocation. In our assembly discussions we have tried to develop in the individual an appreciation of his responsibility and point out to him a sound method of analyzing occupation. We endeavor to assist the student in discovering his abilities, interests and opportunities and endeavor to help him secure the available training facilities of analyzing occupations. We endeavor to assist the student in the duty of the guidance director is to point out specific occupations to the individual himself but that in the final analysis the choice of occupation must be made by the pupil himself. We try to show him that regardless of all the instructions in guidance toward a particular job that he must possess above all, character. We endeavor to do this in various ways because we realize that there are few employers and few higher institutions which will be willing to over-

look weaknesses in character. We feel that we have attained a major objective if we can hand over to employers, students who are honest, loyal and upright and who have complete information about the occupational advantages of our community.

Acknowledgments

1. I wish to express my appreciation for the splendid linoleum covering which was placed on the floor of the Principal's office during the summer. It certainly enhances the attractiveness of the school administrator's office.
2. The new floor on the second floor corridor in the old high school.
3. The purchase of an asbestos curtain for the auditorium.
4. The installation of a drinking bubbler outside the gymnasium.
5. Conference room—Library conferences. This permits us to use the entrance between room 17 and the Library for pupil teacher conferences.

Recommendations

1. Additional books for Library.

Since the formation of our Library three years ago, we have made some progress in an endeavor to make our Library a complete one. Through your interest, many books have been purchased and many donations from interested townspeople have been received from time to time. The Librarian has been concentrating on certain subjects, but there is a need for additional books and I hope it will be possible for us to add a certain number of books each year.

2. Extension of Manual Arts Department.

In a previous report, I mentioned that I would like to have the work in the industrial arts enlarged. At the present time, due to our limited facilities, manual training is offered to Freshmen and one year of advanced shop is given after that has been completed. I feel that there is a definite need for courses along this line and would suggest that consideration be given for the development of some work in general shop.

3. Erection of a fence around the athletic field.

We are fortunate in having such splendid athletic facilities and we appreciate what the town has done for us in this regard.

An athletic program, if it is to be carried out upon the scale necessary, must have sufficient financial backing. Since our athletic program is supported by gate receipts, we should be in a better position to collect admissions than is now the case.

As the situation stands now, there are many people, particularly at our major games in football and baseball who do not think it necessary to pay admission and from whom it is rather difficult to collect because of the open territory of the athletic field.

We feel that the erection of a fence would take care of the situation, giving us more financial revenue with which to further extend our athletic program.

Conclusion

A recent speaker at our football banquet remarked upon the close relationship of our school to the community and the splendid spirit which seems to exist here. It is true that the community is very much interested in every activity of our boys and girls and it has splendidly supported us many times. During the year just past, we participated in several community enterprises and were glad to cooperate in every possible way. This interest on the part of the community was further shown at Commencement, when it was possible to present two additional awards to the graduating class. The first was a cup offered by the Turners Falls Rotary Club, "to the boy who best exemplified the Rotary ideal of service." The second award also a cup was presented by the Class of 1913, "to the girl who best typified service and loyalty to the school." These awards were much appreciated by the students and I wish to express my thanks to these two organizations for their interest.

I also wish to express our thanks to the members of the Clarence W. Allen Post for their aid in collecting tickets during the football season; to Chief of Police William Callahan, who donated the services of his department on Thanksgiving Day, and who handled the largest crowd ever to attend this game efficiently; to Superintendent of Streets John Casey for his helpful assistance at all times; to Mr. Wallace Marston for his award of two gold baseballs; to Miss Nellie FitzGerald for the gift of a piano; to the Turners Falls Rotary Club for its awards of two sweaters each

year; to Harry Cadran for his gift of football markers; to Mr. Dennis Shea for the use of a moving picture screen; to Mrs. Sarah Smith, Mrs. Sarah DuCharme, Mr. and Mrs. Charles Bankwitz, Senator James A. Gunn, the Honorable David I. Walsh, Mr. Earl Lorden and Mr. Stuart Winch for their donations of books to our Library; and to all the townspeople for their enthusiastic support and friendly interest in the activities of this school.

Mr. Maddern has been helpful and conscientious and has taken his usual fine interest for the care of the building and grounds.

It is impossible to close this report without emphasizing the significance and importance of our teachers in carrying out the programs and functions which we have so briefly mentioned. We are very fortunate in having a corps of hard working, loyal and professionally equipped teachers. Their interest is shown daily in their efforts to learn more of the capacities and abilities of their pupils.

I also wish to express my appreciation of your excellent cooperation and thorough understanding of our high school problems. I also appreciate the confidence of the School Committee of the Town of Montague and their interest in the work of the high school.

Respectfully submitted,

GEORGE F. WRIGHTSON,
Principal.

REPORT OF THE ATHLETIC DIRECTOR OF THE TURNERS FALLS HIGH SCHOOL, JANUARY 1940

Turners Falls, Mass.

January 10, 1940.

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Massachusetts.

Dear Sir :

I, herewith, submit my annual report of the work as Boys' Athletic Director in the Turners Falls High School.

The 1939 Football squad played a schedule of ten games, winning six, tying one and losing three. A total of 188 points were scored to the opponents' 69. The season's record follows:

T. F.	20	Adams	6
T. F.	29	Trade	0
T. F.	38	Westfield	0
T. F.	42	Holyoke	12
T. F.	7	Agawam	7
T. F.	0	Gardner	20
T. F.	0	Athol	6
T. F.	26	Chicopee	0
T. F.	20	Northampton	6
T. F.	6	Greenfield	12

For the first time in eight years, Greenfield, fielding a very fine team, won the annual Thanksgiving Day game. Played under nearly perfect weather conditions, the crowd was estimated at 7500, probably the largest to ever witness a sporting event in Franklin County.

A squad of forty boys, fully equipped, was maintained throughout the season. As in previous years, Dr. Jacobus took very good care of the boys and was present at all home games. Dr. Jacobus also offered his services to visiting teams, which was greatly appreciated. For the first time, accident insurance was carried for the squad.

Henry Skrypek led the Western Massachusetts scoring with ninety (90) points and was picked, with Captain Edward Bourdeau, on the All Western Massachusetts team.

The Reserves, Sophomores and Juniors who were not regular players, played a schedule of six games winning three and losing three. This group progressed rapidly during the season, under the thorough instruction of Joseph Sheff. Games were won from Greenfield Reserves, North-

ampton High Sophomores and Brattleboro High Seconds. Losses were at the hands of Arms Academy Varsity, Deerfield Academy Junior Varsity and Athol Reserves.

The Freshman squad of twenty-five finished a schedule with five wins and only one defeat. The victories were over Arms Reserves, Deerfield High Reserves, Deerfield Academy Lightweights, Deerfield J. V. Reserves and Mt. Hermon Lightweights. The loss came from Greenfield Junior High. As in previous years, Charles Galvin has done a remarkable job with these younger players.

The annual Football Banquet was held in the High School Cafeteria. Roast turkey, with all the fixings, was served to about one hundred and fifty, which included the entire football squad, their guests, the Rotary Club, and the American Legion members who helped out during the football season. This very fine menu was served by the girls of the Freshman Domestic Science class, under the efficient supervision of Miss Alice Reum. Mr. Donald MacAllister, head football coach at Norwich University, gave the group a splendid talk. Movies of the Greenfield game were shown, and letters and certificates were awarded.

May I express my appreciation here to Harold Pervere, Donald Taber, Gerald Trudel, Joseph Welcome and others who aided during the season in coaching and officiating.

The basketball team finished the best season in many years. Thirteen games were won and eight lost. Turners Falls stood third in the final Valley League standing. The attendance during the season was very good. Both games were won from Greenfield.

The Grammar School squad and Freshman team, coached by Bernard Foley and Charles Galvin respectively, is proving its value to the varsity teams. As in past years an intermural Round Robin was played at the close of the season and the winners of this series competed with the winners of the Greenfield intermural league.

The 1939 baseball team won the Valley League championship. Fifteen games were won and five lost. Both Greenfield games were victories for Turners. We accepted an invitation to compete in the Western Massachusetts Baseball Tournament at Springfield and went through to the finals by defeating West Springfield and Athol. We were defeated by Palmer High in the finals, and Palmer went on to defeat Norwood High for the Massachusetts State title.

Henry Skrypek set a Western Massachusetts schoolboy home-run record and together with Edward Bourdeau and

Francis Bertrang was chosen on the All Western Massachusetts team.

The annual Marston Awards, two gold baseballs, were presented to Henry Skrypek and Edward Bourdeau. This is the thirteenth year that these awards have been given by Mr. Wallace Marston, and I know that these are among the most highly prized of any we have to offer. The awards are made on a basis of scholarship and baseball ability.

The annual Rotary Club banquet for the baseball squad was held at the Montague Inn. This affair is eagerly looked forward to by the team and greatly appreciated. Rotary sweaters were awarded to Francis Dolan for scholarship and to Francis Bertrang for all round baseball ability. Baseball moving pictures were shown.

Track activities, both spring and fall, were again under the able supervision of Mr. Sheff.¹ Approximately forty boys participated in this branch of athletics. The highlight of the fall season was the win over Greenfield at the Franklin County Fair Meet by the score of 48-47. Other dual meets were won from Athol High and Northampton. We were defeated in a dual meet at Fitchburg High. The squad also won points in the W. M. I. S. T. M. Relays, the M. S. C. Relays, the Greenfield Invitation Meet and the fall State College Meet.

The tennis team of 1939 was again under the efficient direction of Carl Walz. Twelve matches were played, which included the Valley League schedule. Seven were won, two tied and three lost.

Our athletic plant is still one of the best in Western Massachusetts. We do need, however, a good wire fence to inclose our athletic field. The present bleachers, which will seat only about 500 are rapidly becoming inadequate. I am certain more townspeople would attend our football and baseball games if they could be certain of being seated. Portable bleachers are very strongly recommended.

The following boys have received letters and certificates during the year of 1938-1939:

Football

Edward Bourdeau, Captain
 Alfred Desautels
 Joseph Simanski
 James Guy
 Raymond Conway
 William LaFrance

Henry Zewinski
 John Muzynski
 Leo Grogan
 Edward Waryas
 Emil Paulin
 Edward Corbiere

Henry Skrypek	Harvey Welcome
Chester Martin	Robert Burrill
James Trembl	Lawrence Emond
Harold Bonnette	Edgar Gagne
David Shanahan	Victor Clough
Roland Berthiamé	Thomas Bean, Manager
Chester Pietrasek, Manager	

Baseball

Francis Dolan, Captain	Joseph Bogosz
John Dolan	William LaFrance
Charles Bergiel	Henry Skrypek
Wallace Kondrat	Edward Bourdeau
Frank Wojtasiewicz	Gerald Cadran
Francis Bertrang	Raymond Conway
Richard Burrill	Chester Kulch
William Beaubien, Manager	

Basketball

Gerald Cadran, Captain	William LaFrance
Edward Bourdeau	Henry Skrypek
Chester Kulch	Joseph Gozeski
Edward Sicard	Edward Waryas
Edward Shea, Manager	

Track

John Ladd, Captain	Alfred Desautel
Theodore Jabonski	Raymond Parenteau
William Prohovich	Harry Velandier
Edward Dlugosz	Joseph Kulis
Russell Breault	Robert Cleveland
Edward Bourdeau	Henry Skrypek
William LaFrance	Ernest Lemoine
John Delpha	Felix Naida
Alec Kotesky	Robert Bourdeau
Matthew Cislo	

Tennis

Edward Sicard	Warren Gingras
Raymond Clark	Arthur Burke
Olaf Hoff	Philip Hoff
Richard Dresser	

May I express my sincere appreciation to you for your real interest and counsel during the year. Also, Mr. Wrightson and the entire faculty have been a real help in whatever success our athletic teams have had. Mr. Maddern, as usual has been a friend to all the teams. To the American Legion for their work at football games, and to Chief Callahan and his police force for the donation of their services at the Thanksgiving Day game, and to Jack Casey for his interest in our athletic needs, and to the townspeople for their loyalty during the year, I am glad of this opportunity to make known my sincere appreciation.

Respectfully submitted,

EARL LORDEN,
Athletic Director.

REPORT OF MANUAL TRAINING DEPARTMENT

January 12, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Mass.

Dear Sir:

I herewith submit for your approval my report as Industrial Arts instructor in the Turners Falls High School.

The aims of the Manual Arts course for beginning students is to make worthwhile articles which they desire for their homes; to develop the ability to appreciate what is done by others; and to reveal to the boys their special interests and abilities.

During the past year, the classes in Manual Arts have been carried out as mentioned in my report of last year. Due to new teaching methods, and with added time for "Learning by Doing" more projects are being made. Of course the ultimate realization is not the number of projects that can be constructed, nor the size, but continued repetition of processes involved makes for greater speed and workmanship as well as retaining knowledge.

This also is an excellent way of developing skill. Up to this time all students have been tested on related information that is available in our class workbooks, a worthwhile accomplishment that has not been possible in the past.

Due to the rapid covering of related work on hand tools and hand tool operations through the use of these workbooks, lathe turning is taught earlier in the school year. In the shop there are four lathes in good condition and properly equipped. The boys are taught the proper use and care of the following turning tools; 1" skew and 1/2" skew chisels; 1", 1/2", and 1/4" gouges; parting tool; spear point and round nose face plate tools.

The aims of the Advanced Shopwork course for upper classmen who have successfully completed one year of Manual Arts are to develop the skill of a handicraftsman; a further knowledge of tools, machines, and processes; a wholesome attitude toward manual work; interest in construction and repair jobs; good taste in the selection of products of the industry, and an ideal of thorough and competent workmanship.

The students of Advanced Shopwork and Manual Arts are grouped together. These advanced pupils have an opportunity for greater experience and knowledge. They are taught to use wood-working machinery and are allowed to use them after careful instructions as to usage, safety, and care. All machines are equipped with safety devices.

Most advanced students construct projects containing more intricate processes and advanced type of construction. During the year these boys have made a number of projects that deserve special mention. A large magazine display rack and a dictionary stand for the school library, a maple bookcase for the teachers' room, and maple cots for the Nursery School.

Our yearly display of projects made during the year was held last May at the High School Library. All students placed an article on display. Of this group two projects were chosen from the Manual Arts classes and two from the Advanced Shop classes as being worthy projects skillfully made. Many projects received honorable mention. Those receiving awards or honorable mention were then displayed in the Town Office windows for a few days. Mr. Charles Higginbotham and Mr. Thomas Brighty acted as judges and distributed the awards. The following prizes were donated; a T-bevel and a combination square by the Franklin County Lumber Co.; an airplane kit by E. M. Gulow and Co.; a quart of varnish and a paint brush by Couture Brothers.

The aims of the Mechanical Drawing course are to enable the student to read simple blue prints; to gain sufficient skill to express clearly to persons familiar with drafting the essential ideas about the object drawn; a knowledge of drafting tools and processes; and expression of ideas through drawing; neatness and good taste in the arrangement of work.

Two periods a week are set aside for this course and all students of Industrial Arts are enrolled. Students of other Programs have an opportunity to take Mechanical Drawing. This course may be pursued for four years if desired. Blue prints of the problems of the course for the first and second years have been made and this year I am working on a set covering the problems of the third year. The first year students receive the fundamentals of Orthographic Projection plus section views. Second year students receive instructions in auxiliary projection revolutions, machine drawing, helix and thread forms, and working

drawings. The third year students cover isometries, oblique drawings, developments and intersections, and cams. The fourth year students receive detail and assembly drawing, some architectural drawing, and continued practice in all phases of drawing within their ability. All students are instructed in the making of tracings and blue prints.

At this time I wish to thank you, Mr. Burke, and Mr. Wrightson for your sincere cooperation and interest in this department.

Respectfully submitted,

WALDO J. PERKINS

REPORT OF HOME ECONOMICS DEPARTMENT

Turners Falls, Mass.

January 6, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Mass.

Dear Mr. Burke:

I submit herewith my annual report as teacher of Home Economics in the Turners Falls High School for the year ending December 31, 1939.

Because of its practical application in the life of every girl, Home Economics is considered an important subject in the high school curriculum. Every young girl should have a knowledge of food requirements in relation to health and be able to prepare healthful and appetizing dishes. Also, she should know how to select clothing besides gaining practical knowledge in constructing simple garments. These are some of the objectives toward which I have directed my work during the past year.

In January 1939 the pupils completed the study of meat cookery. Methods of preparing tender cuts were considered as we had previously taken up the tough cuts.

Alternating from cooking to sewing keeps the course from becoming monotonous and so, as was our custom, we shifted next to a garment project. Using commercial patterns, the girls made house coats, blouses or jumpers.

During the latter part of February we studied the breakfast unit. Theoretical knowledge was acquired from text books and classroom instruction. We devoted several days to the laboratory preparation of different breakfast foods such as fresh and dried fruits, cereals, muffins, coffee cake, waffles, griddle cakes and eggs. At the end of this unit the students of each class prepared and served a breakfast for four. In this way the attention was centered on the entire meal and not only on various foods for that meal.

The luncheon or supper unit came next. After theory study, practical knowledge was again gained by the preparation of dishes suitable for luncheons. Creamed vegetable soups, luncheon breads, main hot dishes, salads, puddings and pies were among those included in the menus. Further study of table service was considered and correct menu planning. Also, the girls were given instruction in table graces and the art of entertaining. Upon the completion of

this unit, a luncheon was served by each class to four persons, a member of the faculty being invited. The purpose of inviting a guest was to make the luncheon more realistic and to give experience in entertaining.

Sport dresses, culottes and street dresses were the last garments constructed in clothing, special emphasis being placed on the type of finishes and decorations. The girls displayed what they had made at a style show in the high school auditorium to which all girls of the student body were invited.

The Home Economics girls made the punch for the annual prom and also for the junior high school dance.

In September, when school reopened, I taught the new classes the care and operation of the sewing machine. The girls then studied the use of commercial patterns and applied this knowledge when making the aprons to be used in the cooking laboratory. All made white aprons trimmed with blue ric-rac, the color scheme bearing out our high school colors.

The care of the cooking laboratory and the use of equipment were considered next. It was my aim to give thorough and detailed instructions to the students so that they would have the right conception of standards of cleanliness expected of them and the methods whereby they could attain those standards.

In our study of the nutrition unit we used the new text books, **Every Day Foods** by Harris & Lacey, a text which I found to be particularly good in teaching the important phases of nutrition.

This year, as an experiment, we studied the breakfast unit first because I thought the foods were more simple to prepare. In previous years we had considered the dinner unit first because of the football banquet in December. We prepared the various foods for breakfast as we had the year before, serving a complete breakfast at the end of the unit.

Then we took up as much of the dinner unit as was possible before the football banquet, so that the girls would have had experience in preparing foods essential for the banquet. It was also necessary to consider carefully the various types of table service.

On December twelfth we served the football banquet to one hundred fifty. The guests included the football squad, coaches, other male members of the faculty, Rotary Club, legionnaires and police force. The menu follows: Tomato Juice, Roast Turkey, Dressing, Gravy, Mashed Potatoes,

Mashed Turnips, Cranberry and Orange Jelly Salad, Celery Curls, Radish Roses, Carrot Sticks, Rolls, Butter Balls, Ice-Cream, Marguerites, Pinwheel Cookies, Brown Sugar Cookies and Coffee.

Before Christmas we made approximately eleven hundred candy bags for the community Christmas tree.

After this, we began to study the care and repair of clothing. Some of the practical work has included patching and darning. The unit will be completed in January.

The Home Economics Club, which meets afternoons, has been quite popular again this year and the girls appear to enjoy this type of extra curricula activity.

For the cooperation and assistance which Mr. Burke and Mr. Wrightson have given me, I express my sincere thanks at this time. Their willingness to help me in the various phases and problems of my work is greatly appreciated.

Respectfully submitted,

ALICE H. REUM

REPORT OF DEPARTMENT OF VISUAL EDUCATION

Turners Falls High School,
Turners Falls, Mass.
January 10, 1940.

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Mass.

Dear Mr. Burke:

This is my first attempt at submitting such a report, in as much as the Department of Visual Education has been in existence only since January, 1939. It was with much gratitude that I accepted the appointment to this department, and in order to improve my knowledge in this field I am now enrolled in the University Extension Course in Visual Education which extends through June, 1940.

With the purchase of a Bell and Howell sound and silent projector, this department had its beginning. From January through December I have projected 49 films with a pupil attendance of 8,820. With the exception of one film, a rental film on geometry, all films have been free, and for the most part of the industrial type. Films have been projected at the Highland School, Montague Centre, the Grammar School, and the High School.

Visual Education is not new. It is as old as Education itself. The use of pictures on the walls of the Cave Man was really the origin of the visual concepts. Since then man has devised new and varied instruments for presenting his materials, but the original concept of teaching through the medium of visual interpretations is still the same. Someone has ventured so far as to say that "there is more to be learned from a single picture than from a thousand words." However true this may be, there is conclusive evidence that Visual Education, especially during the last twenty years, has proved its value in all phases of teaching.

Few people realize the extent of the importance of Visual Education. There are many teachers who do not realize the abundance of material which is available as visual aids. Many are of the impression that the motion picture is the sole aid in visual instruction. While the motion picture is the most recent, it has only a small place in the list of visual aids. Other aids include: maps, graphs, globes, blackboards, filmstrips, lantern slides, school journeys, stereographs, opaque projections, flat pictures, and museum materials.

Some teachers are daily using some of these aids, but the trend is toward the more extensive use of the projectional materials.

In order to develop the use of these projectional materials, there are many physical aspects which must be considered. In our school system, the assembly rooms at the Highland School and Montague Centre School have been temporarily equipped for projecting. The acquisition of a large screen for the auditorium has made it possible to project films of the assembly type. The Science room in the Grammar School has been permanently equipped as a model or experimental room.

During this my first year, I have been limited to the use of motion picture films from the free lists. The best free film list now available is the Documentary Film list, available from the various government departments. Because of the extensive demand for these films I have been repeatedly unable to secure them.

I fully realize that the development of this department will require the purchase of some new material. Many of the best teaching films are of the silent type and are expensive to rent. All departments in the senior and junior high school levels could be accommodated. Even for the lower grades there are some films available.

To repeat my opening paragraph, I welcome the opportunity to serve you in this department and wish to cooperate in any way possible in the improvement of the Department of Visual Education.

Respectfully submitted,

CHARLES H. GALVIN

REPORT OF MANAGER OF CAFETERIA

Turners Falls, Mass.
January 10, 1940.

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Massachusetts.

Dear Mr. Burke:

I herewith submit my annual report as Manager of the Turners Falls High School Cafeteria.

To justify its place in modern education, the school cafeteria must have a twofold purpose; first, to better the health conditions of the pupils by supplying wholesome food and teaching good eating habits and secondly, to encourage and develop the social side of the students by providing an attractive place for refreshment and relaxation, where courtesy and good manners are expected of them at all times.

In carrying out our purpose to better and encourage good health through right eating, we follow closely the suggestions of the State Department of Health, keeping in touch with them through frequent inspections from their dietitians and bacteriologist, as well as from our own School Nurse. Greater use of vegetables and milk in the diets of school children is the especial health aim at present and our menus are planned with that in view. I am happy to state that since September of 1939 there has been a 20% increase in milk consumption. One other vegetable besides potato is included in our plate lunches and many vegetables find their way into soups, salads, and sandwiches. Wherever possible we use fresh vegetables bought from nearby farms. The addition of a vegetable slicing and shredding attachment to our electric mixer has been a great factor in making fresh vegetables easier to prepare and more attractive to serve. Recently a vegetable storage closet has been made under the stairs and this enables us to keep vegetables and fruit much better than before.

The Cafeteria not only provides a daily meeting place for sociability and refreshment but is used by the various school organizations for their meetings which often take the form of a luncheon. At these luncheons the students have an opportunity to observe and learn the niceties of proper entertaining. Graciousness and courtesy are a strict injunction upon all cafeteria attendants and we observe that the example set finds its reflection in the attitude and conduct of the pupils while in the cafeteria.

Last April the Netop staff were hosts to the Western Massachusetts League of School Publications and the cafeteria served supper to about 185 members. It was a great pleasure at this time to observe the pride and satisfaction of our students in their cafeteria.

Recently we have made some tabulations of the number of students being served every day and of the types of food most popular. We find on a day with normal afternoon activities in addition to the regular six periods, that about 250 pass by the cashier's desk. The greater proportion represent five cent sales, of a sandwich, milk, soup, ice cream, or a chocolate bar, but we are noting a steady increase in the sale of sandwiches, milk and plate lunches, which seems to indicate a trend in the right direction. Exact figures are difficult to

arrive at as the weather, time of year, and school activities all affect the number we may expect.

The fine cooperation of my assistants and student helpers cannot be overlooked and I also wish once again to thank Mr. Wrightson and you, Mr. Burke, for your unfailingly helpful interest.

Respectfully submitted,

SHEILA M. TABER, Manager,
Turners Falls High School Cafeteria

REPORT OF SUPERVISOR OF ART

Turners Falls, Mass.

January 10, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Massachusetts.

Dear Sir:

I herewith submit my annual report as Supervisor of Art in the Schools of Montague.

During the past year I have tried to make drawing a means of expression with educational possibilities as needed in the industrial world. Through this channel the child's ideas of form, size, proportion and action can readily make themselves known. Through no other study can the imaginative powers be better cultivated. Mutual advantages exist in the use of drawing as a means of illustration in every branch of the curriculum, whether language, arithmetic, history, geography or nature study. From each one, art gains and to each it gives additional interest. Thus, art is a very necessary part of a balanced life education: it is a part of a growing citizen's everyday life.

From the first grade to the High School the art course aims to instil in the pupil a feeling for beauty, whether it be in the making of a simple Christmas gift or in a mural painting. Each grade has a definite program of work which carries on from grade to grade in all the various branches of art—design, figure drawing, illustration, printing and design applied to various crafts.

A new branch has been added to our course this year. This course is appreciation in the form of picture study. Picture study aims to develop an appreciation of the beauty of famous paintings as well as a knowledge of the painter. Each grade has a definite number of pictures which the children are required to know. In the High School I have started an Art Appreciation class which numbers twenty-five. This course is elective. I hope to have a much larger enrolment next year but it was deemed advisable to start with a small group.

I have made use of picture study in the regular High School art classes by using some of the famous paintings in silhouette form to make our annual calendar. This calendar is sold to raise funds for the annual trip to the Boston museums. Last year forty-five students made the trip which is educational as well as a pleasure trip.

There are two reasons why every High School student should study some arts and crafts; first, because of the satisfaction which comes with the ability to do something worthwhile; and secondly, because a knowledge of art has a definite practical value which can be made use of in any field of work. All skilled workmen who take real pride in their work must be able to draw and should know when an object is well designed and when it is not. Clerks, storekeepers and business men constantly make decisions, either in what they buy or what they sell, which reflect the application of art.

The arts and crafts play such an important part in the cultural development of an individual, a community, or a nation, that students should take advantage of all that the arts and crafts have to offer.

I have made it a requirement that each grade shall make one poster a year. The chosen subjects vary: they may emphasize health, safety or thrift. The elementary grades entered the "Kindness to Animals" contest this year, sponsored by the Society for the Prevention of Cruelty to Animals. Practically every grade was awarded a prize. Every grade makes an applied design project which the children are proud to take home as gifts at Christmas time.

I am making use of lantern slides in teaching the principles of design to the upper grades. These slides are supplied by the Bureau of Visual Education. The grades have also correlated art with history by making murals of the history of transportation and the history of communication. Every elementary grade has been supplied with models of alphabets made by the High School students in their study of alphabets.

I wish to express my thanks to you, Mr. Burke, for the ready encouragement that you have given me in the various projects undertaken during the year. I appreciate the cooperation of all the grade teachers who so ably carried on the work.

Sincerely yours,

LYDIA M. DES ORMEAUX

REPORT OF SUPERVISOR OF MUSIC

Turners Falls, Mass.

January 12, 1940.

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Massachusetts.

My Dear Mr. Burke:

I herewith submit my report as Supervisor of Music in the elementary and grammar grades of the schools of the Town of Montague.

Growth in musicianship, through music reading, response to and appreciation of the finest music, is guided and accomplished by the same methods of procedure as in the teaching of any other subject of the curriculum. Conscientious use of every minute allowed for the subject, as well as presentation of good, interesting and well graded material, gradually develop in the child enthusiasm for music and the desire and ability to grasp its technical problems.

Therefore, at the beginning of each year I give to each teacher a course of study embodying the minimum requirements for the year. Whether the group is advanced or retarded, it should accomplish the objectives contained in the outline. Each class has a certain amount of technical study to cover.

The work covered in each grade prepares the pupils for the demands that will be made upon them in the next higher grade. No child can substantially appreciate or participate in music with enjoyment unless he understands the groundwork or rudiments of music. Ability to read music is essential as a tool in the case of vocal music, a necessary prerequisite to instrumental music and equally important in music appreciation.

Appreciation constitutes a regular part of the work of each music lesson. Through songs as well as victrola records, the pupils learn about great composers and their works, form in music and beautiful tone.

This year I have instituted a system of class rating. By this system each teacher knows whether or not her class is covering satisfactorily the work outlined for her. But the greatest value lies in the fact that the pupils themselves work for a high rating and upon receiving same feel the joy that comes with accomplishment and the satisfaction of a job well done.

In my work in the Grammar School I plan experiences for the pupils that are adapted to their changing natures. The song material is carefully selected to interest the adolescent boy and girl. So that every child may have an opportunity for expression in music, I offer various types of musical activities outside of the general music course. I have in the Grammar School a glee club, numbering fifty-four students, an orchestra of eight pieces and a drum corps of twenty members. Each of these organizations have had opportunities to appear before audiences.

On April 29th the Grammar School Glee Club participated in the Massachusetts Music Festival in Amherst. The group for the second time was awarded first rating by the judge. I believe participation in this annual festival is an excellent experience for the students. They not only acquire a certain amount of poise but also have

the pleasure of meeting groups from other schools and of hearing other musical groups. Through these contacts they learn to judge good and poor performances.

The club also took part in the Turners Falls Radio programs and performed at a meeting of the Rotary Club. This group also sang carols at the Christmas Tree program on December 21st. Such programs afford the school music department an excellent opportunity to be of definite service to the community.

The drum corps was organized to participate in the annual Field Day exercises. This group made a very creditable appearance. The work in this organization prepares the pupils for band work in the High School.

The orchestra, though small, is a keenly interested and interesting group. The members meet once a week after school hours, a fact which proves their enthusiasm for the work. They have made several appearances at the special holiday programs given by the Grammar School classes in the High School auditorium.

As a further opportunity for expression in music, I have organized in the High School a class in vocal instruction. There is a fast growing interest in the training of the singing voice throughout the country. This naturally follows the quickening of interest in instrumental music in the schools. It is estimated that school orchestras are today numbered in tens of thousands in the United States and that the next decade should witness an even greater number of voice training classes.

The main objectives of the class are:

1. Correct use of the singing voice
2. Solo singing
3. Stage deportment and poise
4. History of song
5. Study of song literature and song composers
6. Study of a few great vocalists, past and present.

There are nineteen students in the class, all members of the Freshman and Sophomore classes. The accomplishments of the students already prove the value of the class. This group sang a program of carols at the Manger Scene on December 23rd, at the invitation of the Turners Falls Industrial Association.

Another piano and radio have been donated to the music department. Every building in the school department, with the exception of one, is now equipped with a piano and victrola, and two buildings have radios. These are of great value in the department as the pupils are, through the medium of these instruments, able to hear music as well as to create it through their own performances.

I wish to express my appreciation to you, Mr. Burke, for your helpfulness in my work. I wish also to thank the teachers for their excellent cooperation, for without their daily work my program of music study could not be accomplished.

Respectfully submitted,

FLORENCE E. ARGY

REPORT OF SUPERVISOR OF MUSIC

January 12, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Massachusetts.

Dear Sir:

I herewith submit my report as Supervisor of Music in the High School for the year 1939.

The total enrolment in the musical activities of the High School is 307. However, some pupils are listed in more than one group. I should say that there are 250 different pupils participating in musical activities.

Band, orchestra, girls' choral club, glee club and music appreciation are the groups forming the musical life of the school. The band contains forty-five members of which twenty-eight are girls and seventeen boys, undoubtedly the most active group in school. Its work has increased enormously during the past five years. It begins two weeks before school opens and functions until the close of school in June. It played at the American Legion Plaque Dedication, the county fair, the football games, three broadcasts, the basketball games, the Massachusetts State Basketball Tournament, four school field days, three Memorial Days, and in addition attended the Western Massachusetts Music Festival at Amherst where it received a first rating. At the New England Festival in Worcester it was awarded a first rating, the first band in this county ever to receive this award at a New England Festival.

The orchestra has thirteen girls and three boys. The dearth of students having stringed instruments makes the orchestra quite a problem. Some schools have dropped the school orchestra and all schools report lack of interest in the study of stringed instruments. However, our school orchestra fills a very important niche in the school. It plays at all assemblies and does a very creditable job accompanying the glee club in its annual concerts. I should like to see a balanced school orchestra of twenty-five members next year.

Last year a girls' choral club of fourteen voices was organized and made a number of appearances outside the school. This year the choral club has an interested group of twenty-two who give much promise in their singing.

The glee club of seventy-five had sixty-one girls and fourteen boys. The disparity in the number of boys and girls in these groups is reflected in all the schools and constitutes a problem for every music supervisor. The underlying cause of this condition is the natural tendency of boys of this age to participate in some form of athletics. The glee club rendered an interesting program with the assistance of the orchestra. I should like to see more time given to this group and I think it would well repay the effort, but, as you know, lack of time prevents this.

Music appreciation is a required course for the freshmen. Sixty-seven boys and eighty-eight girls, totaling one hundred fifty-five took the course last year. I have often felt that this course would be of

more value if given to the seniors because of the fact that during their first three years they acquire a desire to get acquainted with things cultural and artistic.

As to recommendations, I feel that when finances will permit we should make a start on a good library of records and the proper equipment for playing them. As you know these form an important part of the music section of the modern high school.

Once again I feel that I should acknowledge my appreciation to you and all the teachers for their aid and kindness during the past year.

Respectfully submitted,

CHARLES M. BICKFORD.

REPORT OF PHYSICAL DIRECTOR

Turners Falls, Mass.

January 9, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Massachusetts.

Dear Sir:

I herewith submit my annual report as Director of Physical Education in the Public Schools of the Town of Montague.

Two hundred and eighty-one buttons for good posture were awarded to the girls and boys of the fourth through the sixth grades who were capable of standing, walking, exercising and sitting with good posture.

What is the importance of good posture? Correct posture helps the organs of the body to do their work properly, with less effort. It is a sign of self-respect and plays an important part in winning the respect of others. The sloucher is likely to be a person who looks upon himself as a failure. His posture may unconsciously reflect his own poor opinion of himself and pass this opinion on to others. We begin early to teach children to carry themselves well, so that they will grow to be strong, straight, well-built men and women.

What are some of the causes of wrong posture?

1. Carelessness
2. Getting over-tired
3. Holding one position too long
4. Lack of confidence and self-respect
5. Misfitting garments, which continually push or pull the body out of its right position
6. Bad eye-sight. A near sighted person usually pushes his head forward to see more easily. Properly fitted glasses would improve not only his eye-sight, but his posture as well.
7. Foot-arch troubles. A flat footed person rarely walks or stands properly.

Many cases of bad posture are due to general weakness of the body; others to lack of weight and improper distribution of weight. Bad posture from physical weakness is quite frequent among children. The first need is to build the child up to normal weight and strength. The posture usually improves as weight increases. When bad posture is caused by over-fatigue or underweight, the extra strain of corrective exercise, may add to the burden and make the condition worse. It is well to take the child who continually stands or sits badly to a medical specialist or to an orthopedic clinic.

Our progress in posture wasn't made in a few months or a year, it's the result of several years of cooperation on the part of parents, teachers, supervisors, school nurse and doctors.

During the month of November the high school girls enjoyed playing class basketball in tournaments. The following seniors received their class numerals:

Veronica Bakula
 Betty Carroll
 Rose Mary Carroll

Elaine Ducharme
 Helen Hoynoski
 Helen Shumway

The girls' varsity basketball squad played twelve games. They won five games and tied one. The following girls received letters:

Veronica Bakula (Capt.)
 Verna Buckmaster
 Marilyn Couture
 Cecile Paulin
 Celina Paulin

Valera Couture
 Jennie Bakula
 Lillian Eddy
 Madeleine Neven
 Marion Cunniff

Leila Annear, Manager

During the month of March the girls' grammar school basketball team played home and away games with Greenfield Junior High School and the Montague Town Grammar School. Out of these four games Turners Falls Grammar School won three.

The following girls participated:

Mary Care
 Theresa Morin
 Marjorie Shea
 Theresa Allen
 Dorothy Krynzel
 Amelia Pluta
 Jean Pelletier
 Katherine Dejnack
 Madeline Winch
 Marceline Jackson

Stacia Naida
 Alice Legere
 Elizabeth Miner
 Helen Lojas
 Marilyn Relihan
 Virginia Geraghty
 Bertha Welcome
 Eileen LaChapelle
 Phyllis Campbell
 Jean Spencer

This past spring a girls' tumbling team was developed in high school.

The values of tumbling in a physical education program are:

1. To promote physical growth, development and conditioning of the individual by favorably affecting fundamental muscular, and organic and nerve structure;
2. Intellectual needs, offering opportunity for mental development and the enlargement of the range of knowledge by stimulating mental activity on the part of the student;
3. Social needs, contributing to social development and adjustment of individual by providing opportunities for valuable social reactions and relations.

From the physical viewpoint, tumbling activities involve big muscles of the body. Through the use and development of these fundamental muscles the organic systems are developed and stimulated to function properly. Likewise, the nervous system is favorably affected, since the nerve centers which control the actions of such muscles are fundamental centers of the nervous system. Through tumbling activities a neuro-muscular development takes place which results in skill in the use of the body.

From a psychological viewpoint, stunts and tumbling have a place in the physical program because they appeal to the innate interest of many students. To participate in such activities is satisfying to in-

dividuals. The source of this satisfaction is that interest, common to most of mankind, in manipulating the body, in testing self for accomplishment, and in the expression of self through physical activity.

In addition, the performance of these activities requires such desirable social traits as cooperation, leadership, fellowship, initiative, resourcefulness, dependability, and the ability to adjust.

The following girls received letters for their splendid performance on Field Day:

Madeleine Neveu	Elaine Neveu
Mary Denkewicz	Helen Denkewicz
Celina Paulin	Cecile Paulin
Elizabeth Hardy	Harriet Carlisle
Lillian Eddy	Marion Cunniff
Laura Descoteaux	Irene Welsh
Elaine Ryan	Mary Cahill
Marilyn Couture	Valera Couture

At this time I would like to thank the teachers and Mr. Bickford, for their cooperation in making the Field Days of Montague Town, Millers Falls, Montague City and Turners Falls a success.

In conclusion, I wish to express my sincere appreciation to you and Mr. Wrightson for your interest and advice in my work throughout the year.

Respectfully submitted,

GLADYS M. TOWNSLEY

REPORT OF TEACHER OF LIP READING

Turners Falls, Mass.

January 10, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Massachusetts.

Dear Sir:

I herewith submit my report as the instructor in lip reading in the Montague Public Schools for the past year.

During the fall of 1938, Miss Juliet Whitteker, Consultant in Public Health Nursing for the State Department of Public Health, assisted Miss Susan Maccabe, the school nurse of Montague, in making a thorough survey with the audiometer, testing the hearing of the school children from the third grade to the upper classes in High School. These tests resulted in the discovery of forty children who had sufficient hearing loss to need special attention in order that their condition might be improved through medical care and health talks. The children who had a marked loss were advised to join the lip reading classes for this is the modern way by which a child trains the eyes to read speech. With this assistance the child continues with his regular work, maintaining and improving his scholastic records.

Two classes were held for one period each Monday and Wednesday. Twenty-nine children were enrolled and they maintained an average attendance of twenty-five pupils. The end of the year in June brought satisfying results. Good cooperation and steady interest had been shown. During the year several children were given special attention for speech defects and special lessons in lip reading were given to one pupil twice a week.

In June great interest was shown in the Alexander Graham Bell picture at the Shea Theatre where the pupils of these classes were the guests of the management. A display of lip reading practice lessons was placed in the lobby and it proved to be an interesting exhibit.

During the fall 1939, Miss Susan Maccabe, the school nurse, had charge of the hearing tests. She used the audiometer from the State Department and over eight hundred tests were made. I assisted in this survey by helping with the first tests. The children who seemed to have a marked hearing loss were carefully re-tested by Miss Juliet Whitteker of the State Department, assisted by Miss Susan Maccabe. About fifty children were found to have a serious loss of hearing and three classes in lip reading were formed to give them this special instruction.

The children of the Grammar School have one period a day twice a week; the High School classes one lesson a week. Several pupils who were in the classes last year are able to act as leaders in this new educational program which can be called a new trail in our Pioneer Valley.

For the helpful cooperation from everyone in the school system I wish to express my sincere thanks.

Respectfully submitted,

(Mrs.) FRANCE A. GILLETT.

REPORT OF SPECIAL CLASS TEACHER

Turners Falls, Mass.

January 10, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Massachusetts.

Dear Sir:

I hereby submit my report as Special Class teacher in the Grammar School.

In September the class numbered fifteen pupils, twelve boys and three girls, which is really an ideal class because so much individual work is needed by the pupil that it is impossible to do the necessary amount when the class is larger. Pupils represent a range of as many as four or five school grades at nearly all chronological ages. Subject matter may be more effectively adapted to the wide and varying range of individual abilities and interests of the boys and girls because of the smaller number in the class.

To me, Reading is one of the most important subjects taught in the Special Class: it is the basis for practically all the other subjects. Research workers have found that inability to read, blocks general educational progress. The modern primary school curriculum includes an increasing amount of science, social studies and literary materials. By the time he has reached the fourth grade the child who is only slightly below grade in reading achievement has been found to have very few chances for success in other school activities. Hence, reading ability is essential to progress in academic subjects. We try to do some of the following five types of reading every day:

1. Narrative Reading.
2. Descriptive Reading.
3. Factitive Reading.
4. Directive Reading.
5. Incidental Reading.

The children are encouraged to read the newspaper and to bring to school different clippings. At present we are working on a Weather Report Project. Every day the children bring in the weather reports from different newspapers and we check them. This helps to build a vocabulary. The children learn such words as the following: cloudy, rain, snow, vicinity, today, tomorrow, yesterday, windy and showers. The child who brings in a clipping reads it to the class. By so doing, he develops self-confidence and makes himself feel that he has a standing in the class.

English is a part of the entire school program and is of primary importance because language is the medium by which contacts with people are made in childhood and adult life. The special class child's greatest need is oral language because of an inadequate vocabulary, inability to express himself coherently, and, in some cases, definite physical handicaps making clear speech difficult. Oral language is best developed in the classroom through group situations where exchange of ideas is purposeful and necessary to the carrying on of the group interest. For this reason, the class is united as a whole to dis-

cuss common interests and plans, to share experiences, and to exchange ideas for a short time at least once a day, preferably in the morning when the children are more prone to converse. Such discussions may concern current events, local geography or history, nature study or other forms of the work.

Written language is practical at all times. Neatness, arrangement, accuracy, and general appearance are a real part of all written work, not only for their own sake and the necessity for legibility but for the contribution they can make to clear and forceful oral language and to a better interpretation of reading material.

Spelling should at all times include only those words which are being constantly used either in language or reading. There are five different classes, each one having between ten and twenty new words every week, with a weekly test as an incentive to effort and a check on progress made.

Legibility is the chief goal of instruction in penmanship and this requires the achievement of muscular coordination, proper posture and proper manipulation of the pencil. Once the child has acquired the ability to form even, well-spaced letters, he is impressed with the fact that we write only to convey a message or to preserve a record of some interesting event or important fact. Therefore, his writing must always be legible, neat and free from smudges. After the bare essentials have been acquired, the best practice that can be given to him is in immediate connection with his writing activities. Written language and penmanship are thus supplementary to each other.

In Arithmetic, I try to prepare the children to solve the problems of their present and adult life. The work is based on class activity and life situations. The younger children have counting, telling time, adding, subtracting with borrowing and multiplying. The older children have division, reading automobile and telephone numbers, calendars, and time tables; making out bills and computing change; estimating distances; reckoning profits; making out checks and money orders; and simple fractions.

The material studied in social studies includes that of local, community and state interest. Material of national and world interest which will interpret and add to the child's daily experiences also has a real place. Through study of his own needs for food, shelter and clothing, the child is helped to sense the idea of interdependence of individuals within the group and of different groups. Through study of these same needs, he is led to specific knowledge about the lives of people in other parts of the world and about man's activities of primary production, transportation and communication.

Manual and Industrial Arts of a practical and educative sort are of the utmost importance for special class children. Much can be accomplished through handwork toward teaching boys and girls habits of cleanliness, orderliness, industry, persistence, punctuality and co-operation with their fellow workers. The articles the children make should serve some practical and worthy purpose and should be those that they desire to make. The interest aroused by the making of various projects is tied up with reading, arithmetic and other school subjects as an activating agency for a better learning situation.

As cooperation is one of the qualities I wish to develop in the children, the pupils all cooperate in school affairs. For instance, whenever the seventh or eighth grade puts on a holiday program, the children of the opportunity class make some of the properties needed. One of the boys made a health poster of the seven dwarfs which was

used in the school paper. He also made a Christmas card block print which was used in the Christmas edition of the Netop. The class made many attractive Christmas decorations from which they derived much pleasure and satisfaction.

The fundamental aim of all education is to teach children to live wisely and well in the environment in which they find themselves. In order to realize this aim of education I try to adjust the curriculum so that the emphasis will be placed upon:

1. Education in keeping with the capacities, limitations and interests of each child.
2. Education for some participation in the world's work.
3. Education for wholesome social experiences.
4. Education in keeping with the interests of all children.

In closing I should like to thank you and Miss Shanahan for your help and cooperation.

Respectfully submitted,

FRANCES A. NORTON

REPORT OF SPECIAL CLASS TEACHER

January 6, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Massachusetts.

Dear Sir:

I herewith submit my report as Special Class teacher in the Montague Centre School.

At the beginning of last year my class consisted of eight boys and three girls all having different abilities and doing different types of work, both academically and manually, according to their abilities and capacities. In June, four of the boys returned to the grades to do regular class work and two others left to attend other schools. When school opened in September, I had seven new pupils from Millers Falls and three from our own school, making a total of fifteen which is my present enrolment.

As these children enter my class I try to find out from their former teachers, records and correlation charts supplied us from the state doctors who test the children before they are assigned to a Special Class, what the deficiencies are and from these sources determine what method of procedure to follow with each individual child.

Quite often it seems best to start over with the first grade work, especially in reading, and attempt to build a new foundation. As these children are arranged in very small groups it is possible to give much individual attention to each child, which these children need and are, of course, unable to get in a large class or regular grade. I have such a group which started in September that are now progressing quite satisfactorily, gradually reading more difficult material. Word and phrase drills and other devices help to hold their interest.

I believe reading is one of the most important subjects to teach, for it is a key to knowledge and affords much pleasure and inspiration. It also has a practical value, for as these children leave school they will go about the community and be expected to be capable of succeeding more or less independently. In order to protect themselves from certain forms of danger, they must be able to decipher the signs, warnings, directions and the like which they will constantly encounter in their every day activities. As my beginning class in reading progresses individuals who show progress transfer into a more difficult reading group. At present I have five reading groups. I use magazines and story books as well as text books for reading material. On some occasions pupils read stories to the whole group which gives them a feeling of satisfaction and success important to this group of children.

Not all children have the same abilities in all subjects. Some are doing second grade Arithmetic, third grade Spelling and fifth grade Reading. Some can learn poems but not the multiplication tables. This necessitates much transferring from higher to lower groups and vice versa until each child finds his place in his own particular group.

Practically all Arithmetic taught has been individual, so that each child progresses as fast as he is able. In Arithmetic as in reading, I have gone back to the beginning trying to establish a firm foundation in the fundamentals and a knowledge of such problems as will be of practical use in life. These beginners are made up of those

who have a limited or faulty knowledge. They are discouraged and need special attention, stimulation and encouragement. When and if these processes are mastered I attempt to teach simple fractions and decimals. In my class we are pursuing all kinds of work from first grade through the sixth.

In our Manual and Industrial Arts Class we have made many articles of wood such as plant labels, shelves, door stops, broom holders, match box holders, kitchen sets such as knife, fork and spoon boxes, knife racks, and meat boards, whisk broom holders, flower pot stands, foot stools, toys, lawn figures, magazine racks, and sandpaper blocks. In making these articles the boys brought orange crates and packing boxes to conserve on our wood supply.

The girls made many articles including holders, scarfs, buffet and chair sets, bibs, table runners, table mats and towels.

Pocket books, key rings and comb cases were made from leather. From crepe paper many interesting baskets, vases, trays, mats, coasters and artificial flowers were made.

Other work included decorated screens, pictures painted on glass, telephone and cook book covers, desk sets, picture frames and necktie racks from raffia, also beaded bags.

The children have taken great interest and pride in decorating our room with posters and pictures which they have made appropriate for each month and special holidays.

We are also proud of our one hundred per cent in Posture for the year. We are practicing different stunts for Field Day in our Physical Education Class under the direction of Miss Townsley.

Again I would like to invite and urge parents and friends to visit us.

In closing I wish to express my appreciation to you and Mr. Cox for your help and cooperation.

Respectfully submitted,

MARIAN E. COWAN

REPORT OF AMERICANIZATION CLASSES

Turners Falls, Mass.

January 10, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Massachusetts.

Dear Sir:

I herewith submit my annual report as Supervisor of Americanization in the Town of Montague.

We teachers of the adult foreign-born opened our classes in October with sincere realization of the relief and happiness of living in a peaceful country; and that is the one doctrine which has been the keynote of our teaching. In our classes we have men and women who have come from parts of war-torn Europe, who have left there many that are near and dear to them and who naturally grieve at the thought of the suffering and hardship of war. Such a condition is a challenge to the experienced teacher who, while she is a courteous and sympathetic listener, stresses the attitude of American neutrality and makes the most of every opportunity to develop the high ideals of American democracy.

According to statistics from the office of Miss Mary L. Guyton, State Supervisor of Adult Alien Education, the state enrolment in classes of alien education for 1938-39 was 19,345, an increase of 3,275 over 1937-38. It was her hope that there would be an increase this year of another 3000. The enrolment in our town has worked against the trend, for last year classes opened with sixty members while the opening enrolment this year was fifty-four. Statistics show that 40,000 persons were admitted to citizenship in Massachusetts for the year 1938. Though this is a staggering number, it is overshadowed by the figures for 1939 which point to 50,000 new citizens. It is evident, therefore, that over fifty percent of the people who took the citizenship test did not avail themselves of the proper preparation for citizenship. Such, I am happy to say, is not the case in our community, as most of the applicants for citizenship are enrolled in our classes.

I have noticed one decidedly progressive trend during the past year. It is a closer cooperation between educators and immigration officials, which has resulted in a better understanding of their mutual problems. In a small community this is of prime importance to Americanization teachers who serve in the dual capacity of educators and assistants of the immigration department. Few people realize, perhaps, that night school teachers do not end their work in the classroom. The truth of the matter is that our teachers give much of their time to the clerical work of filling out applications for first and second papers along with writing the many letters which are necessary to straighten out entanglements in difficult cases. Considering the vast number of applications which the immigration officials have had to handle during the past two years, we teachers realize that the delays involved have been comparatively short. Heretofore, examinations for citizenship were held only once a year in Greenfield; but this year semi-annual examinations are being held to accommodate a greater number of applicants. This innovation on the part of the immigration officials is greatly appreciated by the educators who have

always regretted tiresome periods of waiting for this gift of citizenship.

Another splendid indication of progress in the field of Americanization is the increase of printed material applicable to classes of the adult foreign-born. In the past it has always been a problem for night school teachers to find fresh material with adult concepts but written in simple language. That challenge at last is being met by the National Education Association of the United States and by the Works Progress Administration so that there is no longer any dearth of interesting subject matter. Material is being made available for adult aliens which is within their reading ability and which has for its purpose the developing of a clearer understanding of today's problems. This, I feel, will mean larger classes and increased interest in current events.

To Miss Guyton, our State Supervisor, we teachers are deeply indebted because she keeps us informed of every new phase of Americanization work from the slightest change in naturalization laws to the latest development in subject matter or teaching techniques. She is a tireless worker who always finds time to give her personal cooperation whenever it is solicited. Her message to us this year was to do our work so well that we might say to ourselves at its completion, "I have done my bit to the best of my ability because I am a teacher in Adult Education whose lofty purpose is to help preserve and improve our American Democracy."

To Mrs. Myles Keough, teacher of the Intermediate Class, and to Miss Claire Dillon, teacher of the Beginners' Class, I wish to express my deep appreciation of their splendid cooperation in this Americanization project. I do not need to mention the fact that they are very capable teachers, who make their courses both interesting and practical. The splendid attendance in their classes is ample proof of that statement. They facilitate my work in the Advanced Class since they send to me men and women who are well prepared to study the basic principles of our constitution. In their untiring efforts in the classroom and their willingness to give hours of their time outside the classroom to aid men and women in becoming American citizens lies the source of the success of Americanization work in Turners Falls.

Last year at graduation in March, we presented fifty-five certificates which means that fifty-five persons had successfully completed the work of their respective classes. That these people are willing to come to school night after night to acquire a better understanding of the English language, so that they may become American citizens, is most gratifying to me because I am certain that they will always deeply cherish that for which they have so earnestly striven.

An innovation at our graduation exercises was the presentation of moving pictures by Mr. Charles Galvin of the High School faculty; and his part of the program was voted a complete success.

In conclusion I wish to state that this work has always been a source of much pleasure to me and I feel it is a worthwhile community project for which all who are responsible deserve their share of credit.

Respectfully submitted,

MRS. PETER FOLEY.

REPORT OF SCHOOL PHYSICIAN

January 12, 1940.

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Massachusetts.

Dear Sir:

I herewith submit my report as School Physician for Precinct No. 1 for the school year beginning September, 1939.

The physical examinations were completed early in the school year. The maintenance of a high standard of the general health of the students and the marked progress noted in the care of all previously existing defects, particularly those of dental and naso-pharyngeal types, were indicative of the splendid cooperation of both the parents and teachers.

Separate examinations were made of all students engaged in athletic activities.

Fortunately, we have been free of the more serious types of illnesses—most of the absences recorded being due to the usual cold and grippe infections prevalent throughout the entire school system, and to a minor outbreak of a few cases of whooping cough and chicken pox in the lower grades.

The injuries received in athletic activities were all of a minor nature. The absence or avoidance of those of a more serious type was due in no small measure to Mr. Lorden's excellent conditioning routine and the watchful and prompt consideration given by him to the physical disabilities of his players.

As in other years, a number of cases were seen at the office.

I wish to thank all those who have cooperated with me in this work.

Respectfully,

KENNETH W. B. JACOBUS, M.D.

REPORTS OF SCHOOL PHYSICIANS

Millers Falls, Mass.

January 6, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Mass.

Dear Sir:

In submitting my annual report I am glad to be able to say that the general health of the pupils of this precinct has been good. However, there have been some cases of chicken pox and whooping cough.

At the beginning of the school year the usual physical examination of each pupil was made and since then I have visited the school regularly and investigated any individual cases at the request of the teachers.

I take this opportunity to thank all who have cooperated with me in this work.

Respectfully submitted,

S. P. WOODBURY, M.D.

Montague, Mass.

January 8, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Mass.

Dear Sir:

The annual inspection of pupils at the Montague Centre School showed them to be in a good state of health. There was marked improvement in the condition of the throat and teeth and in the body generally.

The serving of the school lunches has been a great factor in improving the body as a whole.

There has been no outbreak of the usual contagious diseases. There has been one accident by falling on the ice and the pupil has completely recovered.

Respectfully submitted,

GEORGE A. COOKE, M.D.

REPORT OF SCHOOL NURSE

Turners Falls, Mass.

January 11, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Mass.

Dear Sir:

I herewith submit my yearly report as School Nurse for the Town of Montague for the year 1939.

During the year 1939 we had the usual number of contagious diseases among the school children. One could not say that there was any serious epidemic. In January and February there were measles; in March, two scarlet fever cases and chicken pox. In October and through December there were cases of whooping cough and chicken pox. We try to prevent the spreading of these diseases because in many cases the after result is disastrous and leaves a physical disability. The common cold which appears to be with us always is another "catching" disease which affects the attendance of pupils in school and their scholastic ability. If it were possible to prevent all the contagious and infectious diseases, it would be ideal.

The objective of the school nurse is to work and to cooperate with members of the School Department. She is just as interested in Johnny or Mary's improvement in their school work as the teacher is herself. To the nurse's knowledge Johnny may have been a day dreamer or have had headaches during his previous school years. As a result of the nurse's visit Johnny had longer hours of sleep, was fitted to glasses and improved in his studies.

A decade ago the nurse was just expected to go into the schools to see that toilets, drinking fountains and schoolrooms were clean. But a great deal more is demanded of the nurse in this day and age. First of all, the schools are kept immaculately clean by our janitors. This is not the nurse's problem now.

The nurse must know and understand the personality, the background and the environment of every child. Yes, even to knowing the parents or guardians, for the home is such an important place. For five or six hours a day the mental, moral and emotional needs of the child are met by the teachers. The school authorities must, and I repeat the word **must**, have the cooperation of parents in the physical, moral and character training of their children. When a child goes to a "new" teacher the nurse introduces the teacher to the child. She will tell the teacher, perhaps, of the child's physical handicap, of his home environment and, perhaps, of how difficult it is, because of home conditions, for him to do satisfactory homework. The nurse stands as an adviser to the child, the home and the teacher.

All physically handicapped children in the township of Montague have received or are still receiving adequate care according to their needs. This care includes heart, speech, hearing, eye defects and any other defects of mind or body. We should be proud to say this of our township. It has meant that a number of agencies, special schools and clinics have all done their part. At present four handicapped children are attending special schools, receiving special training and instruction according to their individual needs.

I want to thank you, Mr. Burke, for your insight and thoughtfulness regarding these particular children. When we know that a handicapped child is adequately cared for it is a job well done.

In June the Woman's Club of Turners Falls conducted a "Well Child Clinic" which included many of our pre-school children. This is a fine piece of work. The earliest possible moment of finding and correcting a physical defect is of inestimable value. All the Public Health Nurses of the town assisted at this clinic for they all realize that it is not just one person's responsibility. Cooperation with health activities such as a "Well Child Clinic" is a pleasure. With frequent clinics of this kind we can look ahead to the time when we shall receive into our schools hearty, well nurtured children. So many children have entered school for their first year with one or more physical defects. It has been a poor beginning.

In September and October the State Department of Health, let us use the audiometer, a machine that determines a person's hearing loss. All pupils in the High School, all third graders, and any pupils who appeared to have some hearing loss were tested. The test which takes a great deal of time would be of small value if after finding the hearing loss we did not do something about it. Lip reading classes were formed last year under the expert guidance of Mrs. Gillett who is especially trained for such teaching. Several of her pupils of last year have graduated from her classes and have shown marked improvement in their general studies.

In the fall we had the yearly chest clinic and a number of pupils were X-rayed. This chest clinic is now in its twelfth year.

The three school physicians, Dr. Jacobus, Dr. Woodbury, and Dr. Cooke, gave their physical examinations of the pupils early in the school year. We believe that the early examination is better than one later in the year because the child has the whole school year before him and he understands that with a serious physical defect he cannot accomplish the school work he should do.

In general, the health of the average child in the Montague Schools is good. Would that we could say it was 100% perfect. As the years go on and the pupils who are now in school carry into their future homes the health teaching which they are receiving from different sources, teacher, nurse, P. T. A., Woman's Club, etc., we can look forward to a healthy generation in the near future.

In closing I wish to express my sincere appreciation to Mr. Burke, Mr. Wrightson, the teachers, the Misses Kelley and Schühle, and to the social agencies, for the fine spirit of cooperation and help which they have extended to me in my work.

Number of visits to homes	350
Number of office visits	81
Number of lectures and clinics	12
Number of visits by State Nurses	28
Contagious diseases:	
Measles	27
Chicken Pox	14
Whooping Cough	26
Scarlet Fever	2
Impetigo	4
Scabies	2

Respectfully submitted,

SUSAN MACCABE, R.N.

REPORT OF SUPERVISOR OF ATTENDANCE

Turners Falls, Mass.

January 2, 1940

Mr. Arthur E. Burke,
Superintendent of Schools,
Turners Falls, Mass.

Dear Sir:

I hereby submit my report as attendance officer for Precinct
One for the year 1939:

Children kept at home on account of illness	36
Children kept at home by parents	28
Children found to have left town	2
Children found working	4
Children returned from streets	5
Children kept at home for other reasons	20
TOTAL	95

In closing I wish to take this opportunity to thank all who have
aided me with their help and co-operation.

Respectfully submitted,

WALTER P. CASEY.

ENROLMENT OF PUBLIC SCHOOLS, MONTAGUE

September, 1938

<i>Grades</i>	<i>Montague</i>	<i>Millers Falls</i>	<i>Montague City</i>	<i>South End</i>	<i>Central St.</i>	<i>Old 8th St.</i>	<i>New 8th St.</i>	<i>Grammar</i>	<i>High School</i>	<i>Total</i>
1	22	15	11	19	55	...	...	...	...	122
2	19	14	12	13	39	...	...	...	...	97
3	20	17	10	15	...	63	...	...	...	125
4	19	15	11	8	...	51	...	...	...	104
5	17	12	18	13	...	...	68	...	...	128
6	30	24	7	13	...	...	66	...	...	140
7	17	12	9	2	...	...	...	81	...	121
8	26	15	15	...	...	...	...	89	...	145
9 .....	...	...	...	...	...	...	...	...	167	167
10 .....	...	...	...	...	...	...	...	...	162	162
11 .....	...	...	...	...	...	...	...	...	128	128
12 .....	...	...	...	...	...	...	...	...	118	118
13 .....	...	...	...	...	...	...	...	...	18	18
Special	10	...	...	...	...	...	...	21	...	31
Total	180	124	93	83	94	114	134	191	593	1,606

ENROLMENT OF PUBLIC SCHOOLS, MONTAGUE

September, 1939

<i>Grades</i>	<i>Montague</i>	<i>Millers Falls</i>	<i>Montague City</i>	<i>South End</i>	<i>Central St.</i>	<i>Old 8th St.</i>	<i>New 8th St.</i>	<i>Grammar</i>	<i>High School</i>	<i>Total</i>
1	16	14	13	11	55	...	...	...	...	109
2	23	13	8	15	51	...	...	...	...	110
3	18	14	12	10	...	42	...	...	...	96
4	24	16	10	14	...	63	...	...	...	127
5	19	9	9	8	...	...	53	...	...	98
6	18	12	18	14	...	...	67	...	...	129
7	23	18	8	...	...	...	...	83	...	132
8	19	13	8	...	...	...	...	77	...	117
9 .....	...	...	...	...	...	...	...	...	170	170
10 .....	...	...	...	...	...	...	...	...	147	147
11 .....	...	...	...	...	...	...	...	...	139	139
12 .....	...	...	...	...	...	...	...	...	110	110
13 .....	...	...	...	...	...	...	...	...	3	3
Special	15	...	...	...	...	...	...	15	...	30
Total	175	109	86	72	106	105	120	175	569	1,517

GRADUATION EXERCISES OF THE CLASS OF 1939

Turners Falls High School

HIGH SCHOOL AUDITORIUM

Thursday, June 22, 1939

PROGRAM

PROCESSIONAL:

March Celebre from Suite I Lachner
 High School Orchestra

HONOR ESSAY:

"Madam Curie—Leader of Women"
 Cecelia M. Piecuch

HONOR ESSAY:

"American Industry—Tyrant or Servant"
 Whitfield Moretti

ORCHESTRAL SELECTIONS:

Sunrise and You Penn
 High School Orchestra

COMMENCEMENT ADDRESS:

"Wanted—Pioneer"
 Colonel Jim Healey

PRESENTATION OF DIPLOMAS:

Arthur E. Burke, Superintendent of Schools

AWARD OF MEDALS:

Rensselaer Polytechnic Institute Medal
 Washington and Franklin Medal
 Becker College Medal
 Turners Falls Rotary Club Award
 Class of 1913 Award
 Principal George F. Wrightson

SINGING OF CLASS SONG:

Class of 1939

SINGING OF ALMA MATER SONG:

Student Body

RECESSIONAL:

Pomp and Circumstance Elgar
 High School Orchestra

CLASS MOTTO

"IT IS BETTER TO BE THAN TO SEEM"

GRADUATES OF TURNERS FALLS HIGH SCHOOL

Class of 1939

William Wallace Arial, Jr.	*Christine Mary Haeussler
Veronica Elizabeth Bakula	*Cecile D. Hamelin
*Alice Margaret Balchunas	*Mary Margaret Hazelton
Amelia Catherine Banash	Dorothy Ellen Hicks
*Adeline Mary Bastarache	George Leslie Hilliard
William John Beaubien	Virginia Mae Hindes
Charles J. Bergiel	*Olaf Hoff, III
†Francis Andrew Bertrang	Helen Regina Hoynoski
Julia Dorothy Bocon	Elroy R. Jones
Robert Armand Bourbeau	Delphia Josephine Kania
*Robert Eugene Bourdeau	Nellie Agnes Kestyn
Justyne Eleanor Braun	Mary Louise Klaiber
Celina Mabel Breault	*Joan Marjorie Koch
Richard M. Burrill	Alexander S. Kondrat
Donald Samuel Call	Alexander J. Kostrzewski
Leo Jeanne Andrew Caouette	Elliot Harold Krainson
Phyllis Carlisle	Rose Mary Ann Krol
Betty Ann Carroll	Chester Alexander Kuleh
*Rosemary Carroll	Michael Alexander Kulis
Winifred Anne Chapin	Richard Emerson Long
Cecile D. Charest	Howard G. Luippold
Edward Paul Christian	Stanley Alexander Makarewicz
Stanley Raymond Cislo	Winfred Edgar Marsh
*Raymond Louis Clark	Lorraine Delia Martineau
Edward Joseph Dlugosz	Dorothy Beatrice McClary
†*Francis Edward Dolan, Jr.	*Mary Anne Mleczko
John Riley Dolan	Charles Frank Molongoski
Edward J. Dranzek	Sigmund John Molongoski
Richard McKay Dresser	¶*Whitfield Moretti
Paul Francis Dubreuil	Laura Ellena Morin
Charlotte M. Dziadziak	*Joseph B. Napikoski
Claire Anna Fisette	Janet Alice Newton
Calvin Gordon Fletcher	*Camille Joanne Niedzwicki
†*Pauline Irene Fugere	Henry Charles Noga
Francis Lawrence Giknis	*Helen Elizabeth Olekswicz
*Richard Caldwell Gingras	*Mildred M. Ostrowski
John J. Girard, Jr.	Annette Dorothy Partenheimer
Elaine Edith Godin	Margaret Elizabeth Patterson

*Members of Pro Merito Society

†Winners of Rotary Awards

¶Honor Essayists

‡Honorary Membership Woman's Club

Robert R. Perry	Marie Ella Stewart
Edward Paul Petruski	Richard Keith Stone
†‡*Cecelia Mary Piecuch	Mildred Mary Sulda
William John Prohovich	*Lucille Elinor Sullivan
*Doris Reynolds	James Henry Sutton
John Daniel Ryan	George James Thompson
*Harold Walter Schühle	Shirley Elizabeth Thornton
Eugene Steven Sekwozec	Merrill Eugene Tibbetts
Helen Irene Shumway	Monica M. Tranoski
Edward Paul Sicard	Gertrude Mary Trembl
*Dorothy A. Simkus	Helen Theresa Urban
Edward J. Siradejko	Donna Mae VanValkenburgh
Helen Mary Siradejko	Helen V. Venskoski
*Oscar Raymond Slifer, Jr.	Marian Lucille Wheeler
Edward Anthony Smiarowski	Emil Joseph Wiacek
Frank J. Sojka	Raymond Johnston Wilson
Stella Anna Sojka	Frank A. Wojtasiewicz
Helen Mary Sopollec	Eleanor Irene Wonsey
Frederick Howard Stanley	Kazimier Thomas Wozniak
Charles Edward Stenard, Jr.	John P. Zukowski

*Members of Pro Merito Society

†Winners of Rotary Awards

‡Honor Essayists

‡Honorarv Membership Woman's Club

